

Macdonald



THE HISTORY OF  
THE UNIVERSITY OF ALBERTA

1908-1958

The History of the University of Alberta

**REF**

LE  
3  
A62  
M1  
C.13  
ARCHIVES



EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

---

Dec. / 1961

Gladys E. Nuttall

12201 Jasper Ave



*The History of  
the University of Alberta  
1908-1958*



*John Macdonald* FORMER PROFESSOR OF PHILOSOPHY  
AND DEAN OF THE FACULTY OF ARTS AND SCIENCES

*The History of*  
*the University of Alberta*  
*1908-1958*

1958 *The University of Alberta*

*Produced and printed in Canada  
for the University of Alberta  
by W. J. Gage Limited  
Toronto*

UNIVERSITY LIBRARY  
UNIVERSITY OF ALBERTA



## *Foreword*

The academic year 1957-1958 completes fifty years of active life for the University of Alberta. In recognition of its Jubilee, the University will hold a week of special ceremonies in late October, concluding on November 1.

A Jubilee is a time not only for celebrating the present, but also for reviewing the past. This latter assignment was given to Dr. John Macdonald, who has had a long and distinguished career at the University of Alberta. He joined the staff in the Department of Philosophy in 1921, was Dean of the Faculty of Arts and Science from 1945 until his retirement in 1952, and served as special Lecturer in Philosophy in two academic sessions since then. We are grateful to Dr. Macdonald for having undertaken this pleasant but onerous task of preparing *The History of the University of Alberta, 1908-1958*.

It is a pleasure to record also the University's gratitude to one of its graduates, Wilfred R. Wees of W. J. Gage Limited, for offering to see the history through the press and for giving us the benefit of his help and advice.

Andrew Stewart  
*President*

*April, 1958*



## *Preface*

The matter of selection, inseparable from the writing of a history on however modest a scale, proved very troublesome in the present instance. I would have liked, for example, to have included some reference to important discoveries and publications, eminence achieved in later life by students, and other such matters of both academic and general interest. The University is now too big to make it possible to include such things in a short review. The place for them would be a history of the special faculties or even of the larger departments. I should therefore explain the principle of selection I have followed.

I have included presidents in the narrative, for several reasons. They are convenient points of historical reference, like the consuls under the Roman Republic. The president, again, is the only official continuously and directly interested in all sides of student life and in all faculties. Most students have known, *qua* students, only one president and the omission of him would be felt as a gap. Finally, the larger problems that have arisen through the years have been, and should be represented as, problems for a particular president to cope with. The president, it is true, has his Board of Governors and his Faculty Councils, but in practice there is much truth in the plaint of one of them that the president is always “the recipient of the ultimate buck.”

I have included chancellors. The chancellor is unique in that he is elected, not appointed. More important, he is the central figure in what is for most of the students the "last scene of all," the formal awarding of the degree.

Chairmen of the Board of Governors, on the other hand, did not fit easily into the narrative, and I have therefore relegated to the appendix the names of those who have performed this service. How responsible and exacting a form of public service it is has been clearly implied in the narrative as a whole.

I have included those who had an important part in the beginnings of the University — the first four professors and the first deans of faculties. Where others have been mentioned, the reason is indicated.

One omission, as regrettable as it is obviously unavoidable, is the names of those individuals — fine teachers or interesting personalities, and often both — whose day-to-day impact on the students has written the most meaningful part of the history of the institution but a part too subtle and elusive to lend itself to formal record. And yet the omission of them will seem to former students somehow all wrong, like *Hamlet* without the Prince of Denmark or (to come nearer home) the story of the Residences with Reg Lister left out! But their memorial is well and truly written into the minds of those same students, a far better memorial after all than any mention in a narrative like this.

Within these limits, I have tried to preserve something of the human interest of the story and make it more than an impersonal assembly and presentation of factual material.

I have to acknowledge special indebtedness to certain publications: W. H. Alexander: *The University of Alberta*, 1909-1929; R. K. Gordon: *University Beginnings in Alberta* (*Queen's Quarterly*, Vol. LVIII No. 4, 1951-55); L. G. Thomas: *The University of Alberta in the War of 1939-1945*. Dr. Alexander and Dr. Gordon give a vivid picture of the early days, recapturing the spirit of them with an artistry all their own. Professor Thomas's excellent account of an intricate chapter in the University's history proved exceedingly helpful. I have to acknowledge special indebtedness to Mr. George Samuel's detailed research and succinct presentation in *The New Trail* (Winter, 1953 and Spring, 1954) and *The University Calendar*, 1956-57.

John Macdonald

## Table of Contents

FOREWORD	v
PREFACE	vii
<i>The Vision</i>	1
<i>Laying the Foundations</i>	9
<i>Laying the Foundations (cont'd)</i>	19
<i>Consolidation and Expansion</i>	25
<i>The Dismal Thirties</i>	35
<i>The University in the Second Great War</i>	47
<i>Post-War Developments</i>	61
<i>Post-War Developments (cont'd)</i>	73
<i>Sic Parvis Magna</i>	83
APPENDIX I: <i>Officers of the University</i>	91
APPENDIX II: <i>Recipients of Honorary Degrees from the University</i>	95
APPENDIX III: <i>Rhodes Scholars, and Presidents of the Students' Union</i>	101



## CHAPTER I

### *The Vision*

THE University of Alberta is now fifty years old. By comparison with many universities on the other side of the Atlantic and not a few on this side, it is still very young, as is the community that gave it birth. If age is to be reckoned not in years but in what has gone into the years, it has behind it a half-century of crowded years that should justify a claim to some measure of maturity. It is the object of the present review to delineate the picture of those years.

Let us look first at the scene that presents itself to the student of today arriving for the first time on the campus. There is the campus itself, a few acres of well-tended, rectangular lawn, still probably fresh and green in late September when he first sees it. All around it are buildings, some of them, such as the residences, the Arts Building, and the Medical Building, beginning to show something of a weathered appearance, and others, like the Students' Union Building and the Agriculture Building, with a shining new look, in line with the latest ideas in architecture. Recent or not so recent, there are many of them, and he will soon know them, at least to the extent of being able to call them by their

names. Some of them he will come to know very well indeed. They will establish associations which will stay with him for the rest of his life. Surrounding it all like a great outer circle is Edmonton itself. As he takes in the scene, he has a distinctly exhilarating feeling that for the next few years he is going to be a member of a well-established, many-sided, important institution and a citizen of no mean city.

Let him now try an imaginative flash-back to get the scene as it was fifty years ago. The campus he stands on is coated with a growth of scrubby willows and poplars, unbroken by path or building. To the west, it is a long and level expanse of poplars, the sameness of it relieved in the spring by patches of pussy-willows and in June by the vivid blossoms of wild roses. When the poplars are undergoing their fall change, the whole scene, including the steep and thickly wooded banks of the river, becomes a blaze of golden splendor. Away to the south is a stretch of wasteland, with a marsh in the middle of it, whence arises in due season a cacophony of frogs audible for miles around. Houses are appearing in the Garneau region, and they are connected by streets for traversing which in

"Turning the sod," Mr. A. C. Rutherford driving, Dr. H. M. Tory at the plough, and Mr. John A. MacDougall.





wet weather the good old horse-and-buggy is better than the motor car. As for Edmonton itself, in spite of the brave structure of the new Legislative Building and a few other recent erections, it still has about it much that is reminiscent of its early days when it was a fur-trading post and in very truth the gateway to the North.

No contrast is more familiar or more significant in human life than that between those individuals for whom a primrose is always a simple primrose and nothing more and those who see their surroundings through the transfiguring lens of a creative imagination. Dr. A. C. Rutherford, the head of the government that had the task of starting the newly constituted Province of Alberta on its career, was evidently one of those latter, for he saw river lot number 5 (as it was listed) not for what it was — a 250-acre patch of scrubby wilderness — but as the site of a university. A man of action, he proceeded to do something about this vision of the future, which was no doubt made easier for him by the fact that his fellow legislators, together with those Western folks they



Mr. A. C. Rutherford  
Chancellor, 1927-1941

represented, however short of the collateral that banks are interested in, had always one form of capital they could draw on without stint: an incorrigibly buoyant faith in the future.

That faith was present in even more buoyant measure in the man whom Dr. Rutherford brought to the West to take the first steps towards turning the vision into reality. He, too, was a dreamer — a practical dreamer. In a few years (by 1912, to be exact) he had carried the vision far beyond clearing the wilderness and setting up the beginnings of a university on it. He was the prime mover in making a plan of the thing as it was to be in its completed form. That plan is still there for anyone to see. It is worth looking at. For reasons that will become clear in the present narrative, it has remained throughout the years just a picture, hung in the president's office, bemusing — and amusing — the occasional visitor who happened to look at it and saw it as yet another piece of evidence testifying to the boundless optimism of those early days. And yet in 1958 many parts of it are accomplished fact, and those parts



Dr. H. M. Tory  
from his portrait  
by Frederick H. Varley  
in the Senate Chamber



The site of the Arts Building with the High Level Bridge, partly finished (1913), in the background.

that are not have changed from visions into matters of imminent practical policy. The reality will not be an exact replica of the dream, but when was reality ever like that? And it may even turn out that the vision erred on the conservative side!

Fifty years ago! The young person of eighteen years of age is apt to relegate anything that happened fifty years ago to a vague past, along with the capture of Quebec, the Crimean War, and whatever else constitutes "history" for him. Let us therefore assure our young student that in Edmonton and elsewhere throughout the province he may at any time meet very active men and women who were the age he is now when it all began.



An architectural rendering of Dr. Tory's plan for the development of the University. The picture looks north and shows the High Level Bridge on the right. The existing residences are shown on the left of the central mall. At the far end of the mall is an envisaged Convocation Hall.

By contrast, an air view of the present campus is shown on the page below. This picture looks north-east. The same central mall can be seen between the two main blocks of buildings, but it can be seen that the University is developing in a southerly direction rather than into the compact square envisaged by early planners.



7 The Vision

67-12-104 (4-10-1964)  
76-195 (3-2)



Dr. Henry Marshall Tory  
President, 1908-1928

## CHAPTER 2

### *Laying the Foundations*

It all began in 1906 when the first legislature of the province at its first session passed an act authorizing the establishment of a university. In the following year, Premier Rutherford went east to look for a president and persuaded Dr. Henry Marshall Tory to accept the post. Dr. Tory was a distinguished McGill graduate and a lecturer in physics and mathematics in that university. He was not only a man of vision (as indicated in our first chapter) but also a man of great energy and enthusiasm, very considerable political acumen, and a power of arousing and holding the loyalty of those who were working closely with him, despite clashes that were both inevitable and frequent in a group of academic individualists — qualities which were going to stand him in good stead in the work that lay before him.

All resident graduates of British and Canadian universities who registered before a specified date were entitled under the University Act to become members of convocation. Convocation as thus instituted consisted of 364 members. It proceeded to elect five representatives to the Senate, the government itself appointing another ten members to that body. Convocation and the Senate

were thus the nucleus of the new organism. Dr. Tory was entrusted with the task of securing a staff. He persuaded four men to join him in the new venture. They were a professor of classics (W. H. Alexander), a professor of English (E. K. Broadus), an assistant professor of mathematics and lecturer in civil engineering (W. M. Edwards), and a professor of modern languages (L. H. Alexander). L. H. Alexander returned to Columbia University after a year's service, and W. M. Edwards died in the influenza epidemic of 1918. But W. H. Alexander and E. K. Broadus remained for upwards of thirty years, making a notable contribution to both policy and teaching in the Faculty of Arts and Science.

At the first meeting of the Senate, March 30, 1908, arrangements were made for the setting up of the first University faculty, the Faculty of Arts and Science. The meeting also decided that classes should begin in September of that year. The first classes were held in what is now Queen Alexandra School, with a student enrolment of forty-five, but in the following year they were transferred to



Mr. Justice C. A. Stuart  
Chancellor, 1908-1926



“the new and commodious Institute of the City of Strathcona” — in other words, Strathcona High School. New appointments were made to the staff, and a basic curriculum began to take shape. In 1911 convocation exercises were held for a few students, but it was in 1912 that the first formal convocation ceremony took place. The class of 1912 thus properly regards itself as the first authentic product of the new institution.

Presiding at this convocation was Mr. Justice C. A. Stuart, who had been elected chancellor on the formation of the Senate. Chancellor Stuart, a resident of Calgary, was a man of broad interests with a knowledge of men and affairs which must have been of great value to the institution at this embryo stage of its development. He presided over convocation with distinction until his death in 1926.

It was not all smooth sailing in those early years. The most serious issue that arose, one that left its mark for many years, concerned the decision of the first government to locate the University in Edmonton. The decision was vigorously challenged by Calgary, the flourishing city two hundred miles to the south. While Edmonton might claim to be the older settlement, Calgary could

The student body, September, 1908



claim to be the older city. Edmonton, to be sure, was the capital and the seat of government, but Calgarians insisted, not unreasonably, that the prestige (and the material advantages) of being the University centre should in fairness go to the other leading city of the province. Matters were further complicated by the fact that Calgary had by 1912 set up its own university, financed by private endowment. Few people now remember or indeed have ever heard of this enterprising venture.

The issue was considered serious enough to justify the appointment of a commission to examine the situation and advise the government. The commission confirmed the choice of Edmonton, and its recommendation was accepted by the Legislature; but it was a near thing. To anyone now looking back at the situation, it seems clear enough that no harm would have been done if the decision had gone the other way. The City of the Foothills would have made a fine university site. However that may be, one thing the authorities saw with a clear eye: the province could not sanction two degree-



Mr. Justice N. D. Beck  
Chancellor  
1926-1927

granting institutions, with the inevitable tug of war for public support. Time has no doubt softened the hard feelings that the controversy left behind it, and time may also, it would appear, provide a real solution, and that at no distant date. The enrolment at Edmonton is rapidly growing to a point at which sound educational policy will call for an increasing measure of decentralization and enlarging of the facilities at Calgary, but that is something very different from the setting up of a rival institution.

The University thus began, as a university ought to begin, with a core of liberal studies, but other developments soon followed. The central faculty, in the manner of the banyan tree, began to give off shoots which soon became vigorous independent growths. The Faculty of Law began in 1912 when power was given to recommend candidates for the degree of Bachelor of Laws, though it was not until 1926 that it achieved full faculty status with the appointment of the late J. D. Weir as its first dean. The Faculty of Applied Science (in 1948 re-named Engineering) began in 1913. In that year, too, a preliminary three-year course of instruction in medicine was instituted.

In 1912 a direct relationship between the University and the people of the province was established by the setting up of a Department of Extension with a secretary (the late A. E. Ottewell) to take charge of its activities. As this form of public service was to receive considerable emphasis in the University of Alberta, and, moreover, as there were those both inside and outside the University who regarded it as not a proper function of the University, it is important to see it in the background in which it began. Moreover, except for one innovation to be mentioned later (the Banff School of Fine Arts), the general pattern as it took shape at the beginning remained unchanged through the succeeding decades and will not call for further notice in this review.

The development was in line with a movement which was to become very important in the universities of the English-speaking world, the movement to "bring the university to the people." In Great Britain the movement, with the very active backing of the

Workers' Educational Association, developed into a project for a rather comprehensive plan of adult education, with the emphasis on economic and political studies. In Alberta neither was there the demand nor were there facilities for this more ambitious project. The activities of the Department of Extension were directed to two main objects.

The first was to make available to the farmers of the province such results of research in agricultural science as had direct bearing on the work of farming, which meant in the main wheat-growing. Through the Department of Extension, with its periodical bulletins, the Faculty of Agriculture through the years sent out practical advice and knowledge to the farming communities. Visits and radio talks were arranged through the same agency.

In the circumstances, it was a very important object. While no doubt many of the farmers, in true Western manner, had eye, ear, and mind open and alert to whatever was new and up-to-date, a large proportion of them was drawn from land-hungry peasantry of Europe, whose metier was farming but for whom the know-how of it was laid down by immemorial custom. Agricultural science, if they had heard of it at all, was a new-fangled something with which they had no concern. The University had to overcome this massive, passive resistance. The way to do it was to produce concrete instances (there was no lack of them, some of them being quite spectacular) to show the farmers that to listen to what the University had to tell them was to put money in their pockets. It should be added that other forms of useful knowledge, over and above those pertaining to agriculture, were also passed to the people of the province through the co-operation of the appropriate University departments.

The second object was the fostering of public interest and goodwill generally. Farm Young People's Week, for example, had that in view, and there were other opportunities during the summer vacation for doing something to the same end. During the session, moreover, an occasional member of the staff from the humanities or sciences would visit a community to give a talk on some aspect

of his subject. How far this contributed to the general object could be a moot point, but the attempt to talk about his specialty in language which ordinary, intelligent people could understand was always a salutary experience for the professor himself.

Let us turn now to student affairs. The Students' Union was already a going concern in the first (1908) University session, the first president of it being the late F. S. McCall, who was also a member of the first (1912) graduating class. Under the direction of the Union a variety of student societies and activities grew up — the usual expressions of corporate student life, which need not be specified here. It is worth noting, however, that the first issue of *The Gateway* (the student newspaper, which is still going strong and won the Southam Trophy in 1957 as the best student newspaper of its kind in Canada) appeared in 1911. But the development that calls for special notice is the setting up in 1912 of the Committee on Student Affairs, a joint committee of students and University officials. It was a committee of the Senate, entrusted with the task of exercising general supervision over matters affecting student welfare and especially matters of discipline. Final authority in such matters was in those days vested in the Senate, a situation which continued until the passing of the new University Act in 1942. The various committees set up by the students themselves to run their own affairs reported through their representatives to the Committee on Student Affairs.

Continuous liaison between the Senate and the student body was maintained by the provost, who was thus in a key position with respect to the direction and supervision of extra-curricular activities on the campus. The first provost was Dr. J. M. MacEchran, who had joined the staff in 1909 as head of the Department of Philosophy and Psychology. As provost, he favored from the outset the policy of student self-government. This meant, in practice, that extra-curricular affairs were run by the students themselves through their own committees, including two house committees to co-operate in the running of the mens' and womens' residences. The whole arrangement, of course, was subject to the final authority



Turning the sod for Athabasca Hall. Premier Rutherford at the plough, Dr. W. D. Ferris holding the reins, Dr. W. A. R. Kerr and Dr. J. M. MacEchran in the first row, to the right of Dr. Ferris.



The Residences

of the Senate, operating through the Committee on Students' Affairs and the provost.

From the outset, too, Dr. MacEchran set himself to make student self-government in this form a success. He set good standards in discipline and student comportment generally, and was persevering in getting such standards accepted by the students. If the latter occasionally balked and kicked under his handling of the reins, not one of them but would admit, on looking back with maturer reflection, that it was the right touch at the right time. On looking back, moreover, these same students think of him as counsellor and friend rather than officer of discipline. Until his retirement in 1945, his home was known on the campus as the centre of kindly and gracious hospitality. In this he was, later on, effectively aided and abetted by his wife, who, as Miss E. J. Russell, had for a considerable number of years been dietitian of Athabasca Hall. Between the two of them, one generation of students after another made the not unimportant discovery that the insoluble problems arising out of the processes of student self-government can yield wonderfully to the solvent of calm discussion over a sociable cup of tea!

In 1914 came the tragic interlude of the First World War. University development went on but at a considerably reduced tempo.



*Some Original Members of Convocation (1948)*

*Seated:*

Dr. C. H. Lawford, Dr. W. J. Simpson, Mrs. W. B. Ferris, J. J. Duggan, Mrs. A. M. Scott, Justice H. H. Parlee, Mrs. Thyrsa Bishop, Mrs. S. A. G. Barnes, Miss E. V. Danard, Mrs. C. E. Race, Mrs. R. B. Wells, Mrs. W. J. Melrose.

*Middle row:*

Edward Brice, W. M. Corbett, G. B. Henwood, Dr. A. B. Watt, J. M. Douglas, Dr. J. F. Brander, William Rea, A. P. C. Belyea, Dr. W. Dixon, R. B. Douglas, Dr. C. H. Heustis, Rev. K. C. McLeod, C. E. A. MacLeod.

*Back row:*

Dr. G. F. McNally, A. C. Harrison, E. C. Hallman, Col. F. C. Jamieson, H. A. Craig, A. C. Newcombe, Dr. McGuffin, Dr. D. G. Revell, S. A. Dickson, J. W. G. Morrison, H. M. E. Evans, J. E. Loucks.



## CHAPTER 3

### *Laying the Foundations* (cont.)

TO the young men of that day the war was a strange interlude. Soldiering was something very remote from their minds—the occupation of a small group of professionals, of whose existence the civilian was only vaguely conscious, except on the rare occasions when trouble broke out and the fortunes of the fight were followed with a mixture of patriotic and sporting zeal. If reinforcements were needed, there were always restless or adventurous spirits ready to supply the need. There was thus something startling about the call, immediately war was declared, for an additional hundred thousand men for the regular army, but even so it was generally believed that, with the backing of the first hundred thousand, the regular army would be able to finish the job.

The University proceeded with “business as usual” (the first directive of the British government to the civilians), though a certain amount of military training was organized and carried on on the campus. But the disturbing atmosphere of war had descended on the place. By the time 1915 was drawing to its close, people were recalling Lord Kitchener’s sombre forecast at the very outbreak of the conflict that “this will be a long and exhausting war,

which will strain the resources of the Empire." In April of that year, moreover, the war had been brought home to Canadians in a peculiarly shocking manner. The Germans used poison gas, and this foul, outlawed weapon was first directed against the part of the line held by the Canadian contingent. The call for "men and more men" continued.

One important development on the campus was the formation of a company ("C" Company) of a battalion known as the 196th, Western Universities Battalion. "C" Company was under the command of H. J. MacLeod, a member of the staff of the Department of Electrical Engineering. The company left for Camp Hughes in June, 1916. On its departure, it was presented with a flag — a flag which is still in the possession of the University. By that time the whole campus bore all the signs of wartime campuses everywhere: khaki very much in evidence, organizations for providing soldiers' comforts, a diminishing number of men students (accelerated in the following year by the enactment of conscription), a growing uneasiness among the more thoughtful over the mounting casualties.

The response of the University of Alberta to the call for men is sufficiently attested by the memorial tablet at the entrance to Convocation Hall with its eighty-two names, surely far too large a number for its very modest total of four hundred and fifty at the

The Arts Building



outbreak of the war. Like so many other memorials throughout the length and breadth of the land, it is melancholy testimony to the unimaginative, uninspired leadership that could devise no other way of using infantry than sending it head-on against barbed wire and machine guns.

It remains to mention some developments which occurred on the campus during the war years. The formal opening of the Arts Building took place in October, 1915. No special ceremony appears to have taken place on the opening of this, the first University building, strictly so-called, to appear on the campus. Under the deepening shadow of war, people were no doubt disinclined towards anything of the sort.

In 1915 the Faculty of Agriculture (under the name of College of Agriculture) was established, with E. A. Howes as its first dean. In 1915, also, was set up the Committee of Graduate Studies. This was a committee of the General Faculty Council. In 1938 it became the School of Graduate Studies, and in 1957 it was raised to the status of a faculty.

The teaching of dentistry began in 1917, with Dentistry a department under the Faculty of Medicine. Pharmacy was organized as a school in 1917, though the teaching of that subject had begun in 1914. A Department of Accountancy, which later became the School of Commerce, was set up in 1916. The Department of Household Economics was opened in 1918. With these beginnings (and a few more to be noted in our next chapter) the shape of things to come was already clearly foreshadowed when peace broke out (that is what it felt like) on November 11, 1918.

## THE FIRST TEN YEARS

Act of 1906 and Amendment (1907) authorizing a university and appointment of a president.

1908: Dr. H. M. Tory commences duties as president (January). Convocation instituted and first Senate elected (Mr. Justice Stuart, chancellor). First four professors appointed. Classes opened (September).

1911: Board of Governors constituted to take charge of business affairs of University.

Faculties and Schools: Faculty of Arts and Science (1908); Faculty of Law (1912). Department of Extension (1912). Faculty of Applied Science (1913). Instruction in Medicine began 1913. Dr. W. A. R. Kerr appointed dean (1914). Department of Pharmacy (1914); Faculty of Agriculture (1915); E. A. Howes appointed dean. Committee of Graduate Studies (1915). School of Accountancy (1916). School of Pharmacy (1917). Department of Household Economics (1918).

Buildings: Athabasca Hall (1911); Assiniboia Hall (1913); Pembina Hall (1914); Arts Building (1915).

Student affairs: First issue of *Gateway* (1911). Committee on Student Affairs, with provost as secretary (1912). First Rhodes Scholarship (1913); allocation of Rhodes Scholarship to University of Alberta (1918).

Student enrolment: 1908-09 — 45; 1913-14 — 434; 1914-15 — 439; 1916-17 — 309; 1918-19 — 613.

Teaching staff: 1908-09 — 4; 1913-14 — 27; 1918-19 — 51.

Operating budget: 1910-11 — approximately \$34,000; 1912-13 — approximately \$120,000; 1913-14 — approximately \$149,000.



*The Executive of the Debating Union, 1914-15*

H. A. Dyde	G. Montgomery	H. R. Leaver
W. L. Smith	J. D. O. Mothersill	W. J. McKenzie
H. Bosomworth	J. McPhearson	



A member of the first graduating class, 1912, chats with the first professor appointed to the staff — Mr. Justice L. Y. Cairns and Professor W. H. Alexander.



The University in 1919 with the Arts Building in the foreground and the residences behind it. To these, in 1921, was added the Medical Building shown below.



## CHAPTER 4

### *Consolidation and Expansion*

No definite plan existed in November 1918 for demobilizing the troops and absorbing them into the economy of the country. True, there had been a good deal of talk about “reconstruction” (meaning the rehabilitation of returned men), but it did not get much beyond the stage of talk. So far as the troops were concerned, it was a million men with but a single thought: get out of the army as quickly as possible. The idea of doffing khaki forever and donning the old “civies” had an obsessive appeal, and the only alternative to immediate demobilization — the routine of peace-time barrack life — seemed a futility to be avoided at all costs.

We are concerned here only with the Canadian army and with that part of it likely to produce university material. For these men, the problem just referred to was solved in a very happy way. When overseas, Dr. Tory had obtained the sanction of the Dominion government for setting up what came to be known as the Khaki College at Ripon in Yorkshire. Instructors for the purpose were available among the men awaiting demobilization. Those whose university course had been interrupted by the war were thus made to feel that they were not wasting their time, while those who were

thinking of university entrance as a possible next step were given some trial-experience of study and instruction at that level. For all of them it meant that they would return to civilian life equipped with something more usable than that very curious by-product of the First World War — an impressively lengthy repertoire of more or less ribald songs.

By the fall of 1919 the returned men (as they were then called) had begun to appear in the classes at the University of Alberta. Professors on the staff during the years 1919 to about 1923 will recall how at that time the class they happened to be facing was apt to appear to them not as one class but as two classes. It was like the confluence of two streams which flowed on smoothly together apparently without mixing. There were the typical adolescents, straight from high school, looking so young and feeling themselves quite old. Alongside of them were the returned men, very noticeably different.

They were older by several years, a difference which at that stage can itself make a big difference. For many of them the concerns of peace-time and civilian life had begun to look as remote as soldiering had seemed in the halcyon pre-war days. Some of them

Two Rhodes Scholars, taken from *The Gateway* Graduation Volume, 1920.

A. B. Harvie (1918)



D. R. Michener (1919)





had known the responsibilities of leadership and authority, and some of them, too, had gone around for years with death as their close familiar. If matriculation requirements had now and then to be stretched to breaking point, everybody was disposed to be very liberal on that score. Sooner or later, most of these men (there were no "returned women") left with their degrees, some of them to rise to positions of trust and honor in the communities in which they made their homes.

The provincial Department of Education made a special provision for returned men which should be mentioned here. In 1919 it organized a summer school, lasting from May 19 to September 19, to help these men to recover lost ground and re-establish themselves. The school was held on the campus under the direction of G. Fred McNally, at that time Supervisor of Schools for the province. Fifty-two men took advantage of this opportunity. Here was the first occurrence of something that was to happen in a very big way years later with another body of returned men.

In this same year the University summer school had its beginning. It was designed, in the main, to meet the needs of individuals (usually teachers) who were working towards a degree but were not in a position to attend the regular winter sessions. It was held on the campus concurrently with the summer school of the Department of Education, which by 1919 had already been operating for seven years. Each school had its own program of studies and its own director, but they had the extra-curricular activities in common. The arrangement continued until 1944, when a very important change took place.

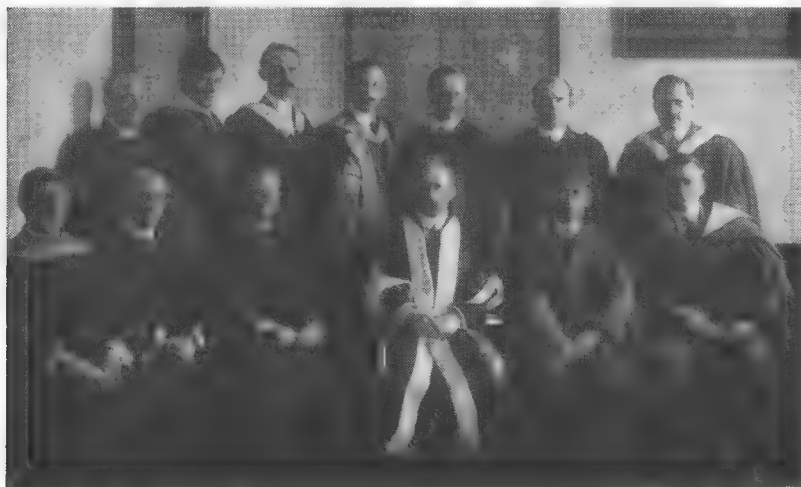
By the fall of 1921 the registration had increased very considerably, which meant a substantial increase in staff. Certain features of that staff call for mention inasmuch as they had definite significance for the history of the institution.

It was a very cosmopolitan staff. That the initial impulse had been soundly in this direction is clear from the following incident which Dr. Tory was fond of recounting in later years. At a meeting of the Senate held in Calgary on July 6, 1908, one item of business was

to confirm the appointment of the first four professors to whom we have referred. This was duly done. At that point a member of the Senate moved that, the first appointments having thus been made, the president be instructed that all future appointments be made, wherever possible, from residents of the Province of Alberta. Amid the embarrassed silence which followed this outburst of parochialism, Mr. P. J. Nolan, a Calgary lawyer and one of the most colorful figures of those days in the West, stood up and moved "that, on the contrary, the president be instructed that *no* future appointments be made from residents of the Province of Alberta." When the laughter had subsided, Chancellor Stuart quietly proceeded to the next business.

The United States, Great Britain, and of course Canada had been drawn upon for staff members, and, moreover, a considerable variety of universities within these countries was represented. (France, by the way, was represented for some forty years by a human dynamo answering to the name of Sonet.) Cosmopolitanism is a feature of a university which seems hardly worth mentioning,

Complete faculty, 1912 or 1913. *Back row:* Sheldon, Fairley, Race, Lewis, Burgess, Allan, Lehman. *Front row:* MacEchran, Kerr, Broadus, Tory, W. H. Alexander, Edwards.



for it is implied in the very meaning of the word *university*. Certainly in the older and larger institutions, it would be taken for granted and pass unnoticed. But in a young and small university, with its policies and curricula still in the making, it was a factor that made itself felt at every turn. One would expect that the result would be a happy eclecticism, a judicious blending of the best from these varied origins, and in the long run that was very much what happened. But the immediate effect was rather different. Though practically every professor had experience of more than one university, as student or teacher (that had been more or less tacit policy in the selection of staff), each of them was apt to feel that the way of the university where he had received his own basic training was the one right way — seemingly the only thing about which academic men find it very hard to be broad-minded. Meetings of the faculty Councils were all the more interesting on that account.

Again, it was a staff of young men, very few of even the most senior members having passed their forties. It had a special outlet for the free expression of opinion in the so-called Mens' Faculty Club. Like the Philosophical Society, the Mens' Faculty Club was instituted early in the history of the institution but, unlike that society, which very soon became an association for the arrangement of public lectures, the Faculty Club remained a closed corporation of professors, free from the restraints incidental to the official faculty Councils.

It was here that the expression of opinion could be, and usually was, completely frank, and, let it be added, it was always remarkably good-humored. It is true that in those earlier days any discussion, however and wherever it began, had a way of coming round at last to the same point: a wrangle between the specialists in science and those in anything that was not science, particularly religion and philosophy. But that was quite in tune with the general spirit of the nineteen-twenties and, moreover, very natural in a group containing a goodly number of colts of science feeling their intellectual oats. In those days the Faculty Club was an association of the whole staff, every member of which participated in it, though later it

became considerably less representative as the staff increased in numbers. Even so, it continued to serve a purpose which, though hardly its avowed object, was perhaps its best outcome: by means of it the professors did a good deal towards the further education of one another!

On the curricular side, considerable expansion took place during the nineteen-twenties. Law was confirmed in its faculty status by the elevation of its principal teacher, Mr. J. D. Weir, to the rank of dean. Dean Weir came to the University after a brilliant career first at the University of Saskatchewan and then as Rhodes Scholar at Oxford. His knowledge of law was, by universal acclaim among the lawyers who knew him, phenomenal. By his very premature death in 1943 the University lost a man who was hard to replace.

Applied Science was also given faculty status in 1921, and Dr. R. W. Boyle was appointed its first dean. Dr. Boyle was a distinguished physicist and head of the Department of Physics in the University of Alberta. During the war, he had carried out valuable research work bearing on the detection of submarines, a contribution for which it was rumored (no doubt with good basis) that he would have been accorded a knighthood, if Canadian law had not excluded him from such an honor. He remained in charge of the Faculty of Applied Science until he left in 1929 to assume the directorship of the Department of Physical Sciences in the National Research Council.

Household Economics was given the status of a school in 1928, with Miss Mabel Patrick as director. Miss Patrick, who had joined the staff in 1918, remained with the School until her retirement in 1956, developing it with great devotion and concern for good academic standards. By 1924 the Department of Dentistry was offering a full five-year course leading to the degree of Doctor of Dental Surgery. In 1920 that department had been made a school, with Dr. H. E. Bulyea as its director. For twenty years, under the devoted and skilful leadership of Dr. Bulyea, it functioned as an important arm of the Faculty of Medicine. Also under the Faculty of Medicine, the School of Nursing appeared in 1924.

The Department of Accountancy became the School of Commerce in 1928. In that same year, a School of Education (of which we shall have more to say later) was organized on the campus. Pharmacy, Commerce, Household Economics, and Education were under the general administration of the Faculty of Arts and Science. Presiding over this rather complex amalgam of interests (including the School of Graduate Studies) was Dr. W. A. R. Kerr, the first dean of the Faculty of Arts and Science. He had joined the staff in 1909 as head of the Department of Modern Languages and had been appointed dean of the Faculty of Arts and Science in 1914. For the next twenty-two years he administered that faculty with a tact and courtesy which were exactly what was needed to ensure that its many-sided activities proceeded with a minimum of friction.

An important change took place in the Faculty of Medicine. Until 1922 it provided only a basic training extending over three years, the two final years being taken at McGill or Toronto. Its first dean was Dr. A. C. Rankin, who had joined the staff after serving with the Army Medical Corps in an important position during the First World War. Under his experience and wise direction the faculty had developed so well that in 1922 another year of training was added, and in the following year it was accorded Class A status and could offer a complete course of medical training. Its new status received recognition from the Rockefeller Foundation in the practical form of a grant of half a million dollars.

The Research Council of Alberta had its beginning in 1919, when a "Scientific and Industrial Research Council" was created and jointly operated by the province and the University. The purpose of the Council was to conduct research into the economic resources of the province, and two special professors, one for fuel research and the other for research in road materials, were appointed to form a permanent nucleus for the Council. From these two special lines of research, the research program steadily expanded to include a much larger number of projects.

The basic curriculum of the Faculty of Arts and Science, as formulated during this period, remained unchanged with only

minor adjustments until 1946. One special development should be noted here. This was the establishment in 1927 of a Roman Catholic college on the campus. St. Joseph's College, located on the south side of the campus rectangle, was affiliated with the University and had the right to give its own undergraduate courses in history and philosophy, which were accepted by the Faculty of Arts and Science for the Bachelor of Arts degree.

A similar arrangement had already been operating for several years with respect to the Methodist Theological College known as Alberta College South. By amalgamation with Robertson Presbyterian College, it had become the college of the United Church of Canada and was re-christened St. Stephen's College. Its students took the Bachelor of Arts degree under the Faculty of Arts and Science, and the college itself provided, among its other offerings, two courses which were accepted by that faculty as counting towards the Bachelor of Arts degree, one in Old Testament and the other in New Testament literature. The courses gave students the opportunity of making contact with the best modern scholarship in these two fields, and for the better type of student, in particular, were a very valuable adjunct to the curriculum of the faculty. Both colleges, St. Joseph's and St. Stephen's, added to the residential facilities of the University, which again was all to the good.

The University Library was housed in the Arts Building. By 1911 it had achieved a total of 6000 volumes, and at the time of which we are now writing it was beginning to find itself seriously cramped for space. The first librarian was Mr. F. G. Bowers. His health broke down not long after his appointment, and Dr. Tory, on returning from overseas, invited Mr. D. E. Cameron, whom he had known in the Khaki College, to accept this post. Mr. Cameron was a man of insatiable intellectual curiosity, ranging over the whole field of knowledge, with a direct acquaintance with the world of books that was a source of perpetual astonishment to his academic colleagues. For nearly three decades, no figure around the University was more familiar or better beloved than that of "D.E." The library began in a modest way and in modest quarters, but it had a

librarian who would have been an asset to any university library anywhere.

Two important administrative changes remain to be mentioned. Chancellor Stuart died in 1926, a year before his term of office was due to expire. Mr. Justice Beck acted during the remaining year, and in 1927 Dr. Rutherford was elected to the position. It was indeed fitting that Dr. Rutherford should be chosen to fill a position with such intimate relationships to the institution of which he was in a sense the founder.

In 1928 Dr. Tory resigned to become the first chairman of the National Research Council. He was a logical appointee for the headship of the new Council. He had been active in instituting the Research Council for Alberta, which we have already mentioned. The National Research Council was the same sort of thing on the Dominion scale and, of course, with a greatly extended field of research. Dr. Tory, moreover, had always been an enthusiastic preacher of science or, rather, of the need to explore and exploit the practical applications of science; and that was the specific purpose for which the National Research Council was instituted.

He was succeeded by Dr. R. C. Wallace, who was then head of the Department of Geology at the University of Manitoba. Dr. Wallace was a graduate of Edinburgh University and the University of Goettingen. While in Manitoba, he had for a time served the Dominion government as commissioner for the Pas district of Northern Manitoba. With this academic and administrative background, he came to his duties as president of the sister university.

## THE SECOND TEN YEARS

- 1919: University summer school begun. Department of Education summer school for returned men. Research Council of Alberta instituted. Engineering laboratories opened.
- 1920: Department of Dentistry became school.
- 1921: Medical Building begun. Applied Science became faculty (Dean R. W. Boyle).
- 1922: Strathcona Hospital acquired.
- 1923: Memorial organ installed in Convocation Hall. Faculty of Medicine offered complete medical training.
- 1924: School of Nursing opened.
- 1926: Law raised to faculty (Dean J. D. Weir).
- 1927: St. Joseph's College built on campus. Dr. A. C. Rutherford elected chancellor.
- 1928: Plant Pathology laboratory built on campus. Household Economics became school. Accountancy became School of Commerce. School of Education established. Dr. Tory resigned and Dr. R. C. Wallace became president.
- Registration: 1919-20 — 1106; 1927-28 — 1536; 1929-30 — 1560;  
Staff: 1929-30 — 100.
- Operating budget: 1919 — approximately \$491,000; 1920 — approximately \$715,000; 1927 — approximately \$625,000; 1929-30 — approximately \$1,200,000.



## CHAPTER 5

### *The Dismal Thirties*

VERY little expansion took place in the University of Alberta during the nineteen-thirties or, for that matter, anywhere else in Canada. The reason is indicated in the title of this chapter. If those bad years had brought merely an arrest of expansion in the University, that could have been a welcome breathing space in what had been very fast going. But the impact of the economic depression was too sudden and too severe to be taken in that way. This does not mean that things were brought to a standstill. Growth went on, as we shall point out, but it went on in the face of the worst of all obstacles — severely curtailed financial resources. The period, again, is of special interest from another point of view. The campus reflected, in its own student-way, the changes in the climate of thinking and feeling brought about in the world outside by the hard economic conditions. That, too, is history — the intangible sort of history, to be sure, but none the less relevant to our narrative on that account.

One of the first problems that President Wallace found awaiting his attention was the question of the relationship of the University to teacher-training. Teacher-training had always been the direct

responsibility of the provincial Department of Education. The Department provided the training in its own normal schools. All intending teachers, including those holding a university degree, obtained their professional training in those schools. Beginning with the session 1921-22, the University Department of Philosophy and Psychology had been offering certain courses in education, specifically courses in educational psychology and philosophy of education, which were accepted as credits towards the Bachelor of Arts degree. The same department also offered more advanced courses in these fields which qualified for a post-graduate degree in education.

The issue that had been taking shape for some years was the matter of a closer relationship of the University with teacher-training, a relationship that would bring the teaching profession more in line with the other professions. After considerable negotiation, it was decided to institute a School of Education on the campus to provide a session of professional training for students who had been awarded a degree in arts or science. A successful session in



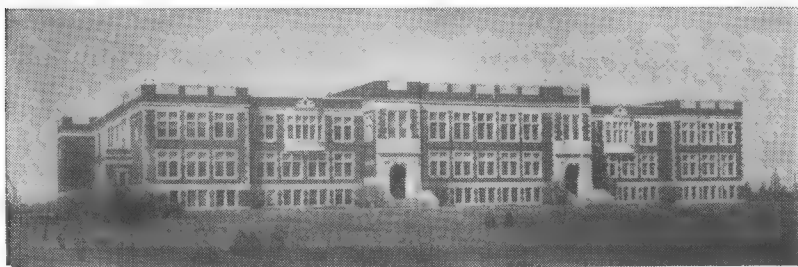
Dr. R. C. Wallace  
President  
1928-1936

this school qualified the students to teach at the intermediate and high school levels. Through the co-operation of a number of schools and experienced teachers in the city, it was possible to provide for the purely practical side of the training — practice-teaching. Dr. M. E. Lazerte, who had been a member of the staff of the Department of Philosophy and Psychology for a number of years and had previously been an inspector of schools in the province, was appointed director of the school. The arrangement continued until 1939, when the school was given the status of College of Education.

An important change took place in 1929 in the administration of the University Hospital. Until that date the University had responsibility for the administration of the hospital. Under the new arrangement, its administration was taken over by a Hospital Board which was directly responsible to the Executive Council, in other words, the provincial government. The interest of the University in the hospital was recognized by making the president and the dean of the Faculty of Medicine *ex officio* members of the Board.

The next innovation was of special interest inasmuch as it represented the first step towards decentralization. In 1930 the Senate had given some consideration to the matter of junior college affiliation with the University, and in 1931 the issue was brought to a head by a formal application from Mount Royal College in Calgary for affiliation on that basis. The college agreed to add to its staff instructors who were qualified (according to standards set by the Faculty of Arts and Science) to give instruction at the first-year

The Education Building



University level. Mount Royal College was conducted under the auspices of the United Church of Canada, and it had been offering, in addition to the regular high school course, certain non-academic courses to meet the needs of other types of student. The teachers who were put in charge of the higher level of instruction kept in close touch with their opposite numbers in the senior institution. The latter set the final examination papers, and both parties co-operated in the marking of them. The late Dr. G. W. Kirby was principal of the college, and under him and his successor, Dr. J. H. Garden, the arrangement worked well for about twenty years, when changed conditions led to its being reviewed.

An innovation affecting the social life of the University occurred during Dr. Wallace's regime. This was the introduction of fraternities, a type of association to which Dr. Tory had been implacably opposed. As to the desirability of this import from "across the line," there has been disagreement not only in the University of Alberta but in Canadian universities generally. Those who favor it hold that it creates for the student concerned a more intimate and therefore a better form of residential life than is possible in ordinary residences. Its critics insist that it acts as a disruptive factor in the social life of the institution by sanctioning a kind of social division which is invidious and out of place in a modern university.

There was very little disagreement, however, with respect to another change which occurred at this time. This was the abolition of the time-honored, or rather dishonored, practice of freshman initiation — another import from the same quarter. The parent of one of the freshmen took legal action for damages against the University on the ground that initiation proceedings had contributed to or caused the mental breakdown of his son. The court gave its verdict in favor of the plaintiff, awarding him heavy damages against the University. The Alberta Appeal Court supported the verdict, though not unanimously. The University did not carry the case to the Supreme Court of Canada, as many people felt it should have done. They did not like a judicial precedent which seemed to put the University *in loco parentis* with respect to responsibility for the

conduct of its students on the campus. In any event, it made an end of the prevailing type of initiation, which was not generally regretted. Freshman initiation has continued, but it has taken the form of helping the newcomer to adjust himself more easily and quickly to campus life — something very different from the old antics, which had more than a hint of sadism about them.

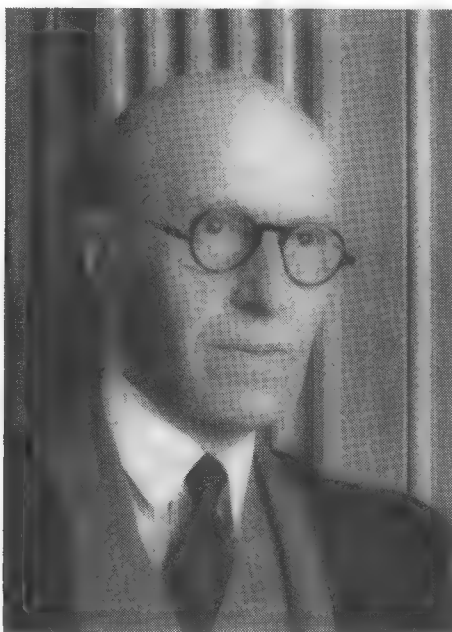
The Banff School of Fine Arts had its beginning in 1933 when a summer school was opened for the study of drama and theatre arts. Of its further growth we shall have something to say later. The Western Board of Music — an association of the four Western universities and departments of education — was instituted in 1935.

Two important curricular changes occurred in the nineteen-thirties. The present summer school system was set up in 1937. In the beginning the summer school had been conducted on the system of half-courses lasting for six weeks, two of which could be taken by a student in one summer session. For various reasons (one of them being the intricate book-keeping which came to be involved) the system was discontinued. For a few years the University experimented with an arrangement whereby the student took one six-weeks' introductory course in a subject, completed the work extra-murally during the winter, and wrote the final examination in the following spring. While in theory this was probably a very sound arrangement, in practice it turned out to be unsatisfactory, and the present arrangement, which calls for advance preparation followed by summer school attendance in each course, was substituted.

The second curricular change concerned matriculation. Until 1937 students could enter the University with either Grade 11 or Grade 12 standing. This meant, in effect, that the first year could be taken either in the University itself or in the high school. In 1937 it was decided that all students proceeding to degrees must present Grade 12 standing. Alumni who attended the University prior to that date will recall the old four-fold classification of students: freshmen, sophomores (new or old, according to where they had taken the Grade 12 work), juniors, and seniors. "Junior" as a

classification now disappeared. The new arrangement (to be kept in mind when comparing pre-1939 with post-1939 registration figures) made it easier for the high schools to embark on programs more suited to their specific educational needs but at the same time tended to make integration with the University curriculum more difficult.

In the meantime the University had come under a new administrative head. Dr. Wallace resigned in 1936 to accept the principalship of Queen's University, Kingston. He was succeeded by Dr. W. A. R. Kerr, whom we have already mentioned as the first dean of the Faculty of Arts and Science. Dr. Kerr held the academic fort for the remainder of the period with which we are now dealing. The trite metaphor is deliberate, for the stark challenge that confronted both Dr. Wallace and Dr. Kerr was to hold what had been gained during the preceding decades. It was no easy task, with governments hard put to it to find the money for social services dependent wholly or in part on their support. In 1933-34 (the depth



Dr. W. A. R. Kerr  
President  
1936-1941

of the depression), the government vote to the University was decreased by about \$200,000. Salary increases in the University were suspended and certain salary cuts imposed. New appointments were postponed, wherever possible, and the departments had to dispense with a good deal of their usual assistance from demonstrators and other temporary forms of help. And yet it should be said that the University was not crippled in any of its major functions. On the contrary, as the preceding pages show, there was important expansion in certain directions. The point is that what was done was done under conditions of great financial stringency.

Something remains to be said about the impacts of the untoward economic situation on student life. No picture of the campus during the thirties would be complete without some account of that aspect. Unemployment — tragically widespread in the community outside — hit the University student in a peculiarly hard way. After equipping himself with the best training the University could give for his chosen vocation, he was apt to find himself at a loose end. He was left with nothing to do except wonder what had gone wrong. He could see, moreover, cases where fellow-students, who had preceded him and seemed well established in their vocations, were suddenly turned adrift or daily threatened with that ugly prospect. J. M. Barrie, in his famous address on “Courage” to the students of St. Andrew’s University in 1922, says: “If courage goes, everything goes . . . Look to it that what you are doing is not merely toddling to a competency. Perhaps that must be your fate, but fight it . . .” Brave words! And no doubt right for a world where ability, backed by sheer grit and determination, could, as with Barrie himself, be depended upon to win! But somehow the rewarding virtue seemed to have gone out of those qualities. Little wonder that security — the competency of Barrie’s talk — began to look like the only thing that mattered.

Hard times breed radicalism, and that can take a wide variety of forms. So it was with the students. One widespread reaction was cynicism. Courage, patriotism, sacrifice, democracy, and the rest were very interesting to think and argue about, but a wide-awake

fellow was not to be caught by such old bait for "suckers." But real cynicism is unnatural to youth, and one could not help suspecting that underlying the all-round doubting and rejecting, there was a sincere questing for something to take a stand on. Their reaction to the Spanish Civil War was interesting testimony to the fact. Similar testimony can be inferred from what the Oxford undergraduates did at that time. In one of their Oxford Union debates, they produced a majority in favor of the motion that "it is not our duty to fight for King and Country" — to the angry consternation of several gentlemen in the British House of Commons. A few years later, these same undergraduates were to constitute no small part of the few to whom the many owed so much.

At the other extreme were those who turned to religion for a way out, particularly to the fundamentalist type of religion. Here was a way of life where values were clear-cut and final, with distracting intellectual obstacles brushed aside. Another rather widespread reaction was an uncompromising pacifism. Amid the confusion of values, one thing stood out clearly: war was altogether evil, a relic of barbarism without economic or moral justification in a modern world and, moreover, hateful to the vast masses of the people.

Perhaps the most interesting reaction, and one by no means confined to young people, was the tendency to see in Russia the promise of a new and better world. Here surely was the setting for an experiment in human betterment on a vast scale. Throughout the first decade of the Revolution, its leaders spoke to the world in terms of a philosophy and of practical politics which seemed indeed to project a really new deal and were hailed in many quarters with that spirit of enthusiasm and high hope aroused in young idealists by the French Revolution. It was this, and not any wide acceptance of the gospel according to Karl Marx, that was the basis for the common cry of frightened conservatives that the universities were "a hot-bed of communism." It is clear that at this time, as again at the close of the Second World War, the democracies were wide open to a fifth column of goodwill towards Russia which could



have made that country an influence of unique authority and prestige in the councils of the nations.

This spiritual climate was general among undergraduates everywhere, but that is no reason for omitting it from the story of the University of Alberta. It was apt to make itself felt all the more strongly in the smaller type of institution. In Alberta, moreover, it was entirely in accord with the state of mind in the community outside the campus, as was shown very spectacularly in the provincial election of 1935. The people reacted in a manner that was as devastating as the depression itself for the old-line politicians. It impatiently brushed the old parties aside and returned a brand new party — the Social Credit party — with a majority so overwhelming as almost to eliminate its opponents from the Legislative Assembly.

Some undergraduates of that day may insist that they do not at all see themselves in the picture we have drawn. That probably means that they did not and do not see themselves as others saw them, the others in this case being observers who could see them alongside of their predecessors and successors. Furthermore, there is reason for thinking that the experience left its permanent imprint. Did it produce a generation on whose scale of values economic security was apt to be given the topmost place, a generation, moreover, which in its middle-age is more instinctively radical than its own offspring?

A comparison of the student of the nineteen-fifties with his predecessor of the thirties suggests that that curious reversal of the usual state of things has indeed been taking place. A buoyant economy has pushed questions of security into the background. Radicalism of the sort indicated above — the attitude of whatever is, is wrong, or at least suspect — is not in evidence. The attitude is rather that of facing — and welcoming — a challenge to make good in the best of all possible worlds — at any rate in a very good country. To be sure, another menace to security has arisen, a menace to which words such as “sinister,” “deadly,” and the like are felt to be too trite to be applicable. But that menace is of a kind that leaves ordinary people feeling that they can do nothing

about it; and for that very reason it may in time have its own peculiar impacts on the public mind. But security in the downright bread-and-butter sense is not in question, and hence there is nothing *radically* wrong with the world — a sweeping inference, indeed, which would change the Barrie formula to make it read: if security goes, everything goes. It calls to mind the observation of Shakespeare, that great observer of human nature: “Men’s judgments are a parcel of their fortunes.”

By 1938 it seemed clear that the days of the uneasy peace were numbered. The Second World War broke out in September 1939. The first year of it was enough to write Q.E.D. to a demonstration which had been building up for several years. The cynic was given appalling proof that evil is a stark reality which cannot be shrugged or talked away. The Christian and the pacifist had to face the hard fact that it is not countered but aggravated by humility and non-resistance. The Russian Revolution had produced a dictator, and those who had looked to that quarter for the beginnings of a brave new world were shown (unless they wilfully closed their minds to clear evidence) that there was nothing to choose between one European dictator and another.

### THE THIRD TEN YEARS

1928: School of Education established.

1929: University Hospital taken over by government.

1930: Fraternities admitted.

1931: Mount Royal College affiliated.

1933: Banff School of Fine Arts opened.

1935: Western Board of Music instituted.

1936: Dr. Wallace resigned; Dr. W. A. R. Kerr appointed president.

1937: Grade 11 entrance abolished; summer school system changed.

1938: Committee on Graduate Studies became school; School of Pharmacy placed under Faculty of Medicine.

1939: School of Education became college.

Registration: 1930-31 — 1790; 1931-32 — 1938; 1932-33 — 1965;  
1939-40 — 2327.

Full-time teaching staff: 1939-40 — 109.

Operating budget: 1931-32 — approximately \$1,296,000; 1932-33 — approximately \$1,261,000; 1933-34 — approximately \$1,133,000; 1934-35 — approximately \$1,151,000; 1936-37 — approximately \$1,087,000; 1937-38 — approximately \$1,089,000.



A war-time mess-hall yields to the needs of post-war engineering students.

## CHAPTER 6

### *The University in the Second World War*

THE immediate impact of war on the University in 1939 was very different from what it had been in 1914. Joining the army in war-time was not now thought of as a clear duty, lightened and brightened by a sense of high adventure. A number of students, it is true, enlisted forthwith for active service, and there were also some who had joined the services (particularly the Air Force) before the conflict had broken out. By and large, however, the students appeared inert and apathetic. The horrors and errors of the 1914-18 conflict, publicized to the obscuring of other and equally memorable features, had greatly lowered the prestige of the army and deprived soldiering of its glamor. It seemed as if patriotism as a quickening emotion had sickened and died between the two wars. Democracy as an idea and ideal had become confused and muddled, and the democracies during that period had not comported themselves in a manner to give it clarity or win respect for it.

The attitude to the war was very much one of wait and see; and it reflected the attitude of the Canadian public generally and, indeed, of its government. To borrow a phrase from Professor Lewis

Thomas's detailed and excellent brochure, *The University of Alberta and the War of 1939-1945*, there was a widespread feeling that the war might be "won with our surpluses." The colossal military disaster of May and June 1940 put an end to all that. Great Britain found herself alone in the fight for freedom, with an army stripped of everything except what it stood in. Everywhere the war effort took on a new tempo and urgency. War service in one form or another became a main pre-occupation with the University. Before we look at the various forms it took, let us take note of some academic changes that were not of the nature of war adjustments (these will be mentioned in the proper context) but developments that would have come about in any case, though some of them were no doubt accelerated by the war.

One change, which appeared of minor importance at the time but was to prove a really valuable innovation, was the setting up, with President Kerr's approval and encouragement, of the so-called Faculty Relations Committee. This was a small but representative committee to act as a liaison between the staff and the Board of Governors. The informal and largely personal character of the relationships between staff and administration may have worked well enough when the institution was quite small, but it was now felt to be unsatisfactory. The Board's (as well as the president's) awareness of the point of view of the staff was apt to be based on rumor or the representations of a few of the more vocal spirits. The new committee, later dignified by the name of the Association of the Teaching Staff of the University of Alberta, served and continues to serve the valuable purpose of transmitting to the Board the opinion of the staff on matters affecting staff interests and welfare and, not less important, of transmitting to the staff information about the point of view and policies of the Board.

In 1941 the government set up a committee to examine the operation of the University as a whole. The immediate occasion of this step was the action of the University Senate itself in connection with a proposal for the award of the Doctorate of Law degree to the then premier of the province. The action left many people

with the feeling that in a purely academic matter the Senate had acted from motives of party politics; hitherto in such matters the University had always made a special point of being above suspicion. In any case, it was felt that after more than thirty years of operation, the University was due for a re-examination of its organization and operations as a whole.

The committee (known as the Survey Committee) consisted of six members: the chairman of the Board of Governors, the Honorable Mr. Justice H. H. Parlee; the president, Dr. Robert Newton; two senior officials from the Department of Education, Dr. G. Fred McNally and Mr. H. C. Newland; the Secretary of the Alberta Teachers' Association, Mr. John L. Barnett; and a prominent Edmonton business man, Mr. F. G. Winspear. It had wide terms of reference, and some of its findings and recommendations were of a long-range character, dealing with changes and expenditures which ought to be undertaken within the following ten years. The outcome of these will appear in a later context. Here we shall deal



Dr. Robert Newton  
President  
1942-1951

only with certain specific recommendations calling for immediate action.

The Committee recommended that the College of Education be given the status of a faculty. This was implemented in 1942, and Dr. LaZerte, whom we have already mentioned in connection with the School of Education and later the College of Education, was appointed dean of the new faculty.

The second recommendation, also implemented forthwith, called for statutory authority for a new type of official, an assistant to the president. This step was indeed long overdue. The pressure of administrative routine on the president's office had become inordinately heavy. It was apt to leave him without the time or energy needed for attention to the larger issues of academic policy, for which his direction and advice were continuously in demand.

The most important outcome of the work of the Survey Committee was unquestionably the new University Act, which became law in 1942. A few of the more significant changes effected by the new Act should be mentioned here. It extended the powers of the General Faculty Council by giving it full jurisdiction over the awarding of degrees and other academic matters. Hitherto such matters, including all curricular changes, whether major or minor, had to be submitted to the Senate for its approval. In practice this merely meant rubber-stamping, which did nothing but consume time. The General Faculty Council consists of staff members with the rank of full professor. Representatives of professional associations became co-opted members of it, in view of its new responsibilities. As thus constituted, it became the effective governing body of the University with respect to all academic matters.

We say "effective" governing body because the new Act vested all final authority in the Board of Governors. Heretofore the Board's jurisdiction had been confined to financial matters. Though this meant in principle a limitation of the jurisdiction of the Faculty Council, in effect it left that body in control of academic matters. It did indeed carry the realistic implication that the power of the purse (invested in the Board) is control of everything.



The Act reconstituted the Senate. It reduced the number of members from fifty-four to twenty-five. Of the twenty-five, sixteen are statutory members, representing the Board of Governors, affiliated institutions, the teaching staff, and the students. The Senate itself elects the remaining nine, who hold office for a period of six years. More important than these changes in numerical strength and personnel was the change in jurisdiction and function. As we have seen, the approval of candidates for degrees was transferred to the General Faculty Council. The only exception was the honorary degree of Doctor of Laws. The Senate retained its jurisdiction there. In other respects the Act gave it no legislative functions.

The Senate's main function now is to serve as a liaison between the University administration and the general public. Individuals as well as public groups who wish to make representations to the

Platform party for special Convocation, September 20, 1943. *From left to right:* The Lieutenant Governor, Hon. J. C. Bowen, President Robert Newton, Her Royal Highness, Princess Alice, The Earl of Athlone, Chancellor the Hon. Mr. Justice Frank Ford, Dr. J. R. Fryer, and Dr. W. J. Campbell.



president and the Board, with a view to administrative action, are invited to submit their cases to the Senate, which, after due consideration, makes such recommendations as it thinks proper. In view of its personnel, and also of the fact that its chairman is the chancellor, who is also *ex officio* a member of the Board, and usually of the executive of the Board, the Senate is obviously in a position to exert considerable influence. All in all, the University Act of 1942 is an important landmark in the history of the institution.

Another new faculty was instituted during the war years. The School of Dentistry (as we have seen) had begun as a department under the Faculty of Medicine and in 1920 had been given the status of a school, with Dr. H. E. Bulyea as its director. For twenty years, under the skilful and devoted leadership of Dr. Bulyea, it had functioned as an important arm of that faculty. On Dr. Bulyea's retirement in 1942, Dr. W. Scott Hamilton had become director. As it was the only institution for dental training west of the Great Lakes, the pressure on it had become very heavy. The supply of dentists had fallen far short of the demand. In these circumstances, and satisfied that none of the other Western universities was planning to provide dental training, the Board decided to give the school faculty status, a step which had been strongly urged by the Alberta Dental Association. The school became a faculty in 1944, with Dr. Hamilton as its first dean.

Mention should also be made of the creation of two new departments, both of which were to make an important contribution, if in very different ways, to the life of the institution. The Department of Fine Arts, representing music, painting, and drama, was set up under the jurisdiction of the Faculty of Arts and Science. In line with tradition and the practice of perhaps most universities, art had meant literature, and the recognition of the three art forms referred to admitted a more liberal view of what is meant by a liberal education. The new Department of Chemical Engineering was a response to the need for research and for the supply of experts in the petroleum industry, which had long been an important feature of the economy of the southern part of the province and in

a few years was to become a major industry of the province as a whole. This department was integrated with the Faculty of Engineering.

During the years covered by these changes, the University was operating under a new administrative head. President Kerr retired in 1941, and Dr. Robert Newton, after a session as acting president, was confirmed in the position in May 1942. A graduate of McGill University and later of the University of Minnesota, Dr. Newton joined the staff of the University of Alberta as head of the Department of Plant Science. Soon after Dr. Tory left to become director of the newly formed National Research Council at Ottawa, Dr. Newton was appointed to the headship of the Department of Biological Sciences under that Council. On the death of Dean Howes, he returned to the University of Alberta to take the position of dean of the Faculty of Agriculture.

The University was also operating under a new chancellor. Mr. Justice Frank Ford of Edmonton succeeded Dr. Rutherford in



The Hon. Mr. Justice Frank Ford  
Chancellor  
1941-1946

1941 and held the position until his retirement in 1946. Mr. Justice Ford was a member of the Appellate Division of the Supreme Court of Alberta and had had a long career as a leader of the Alberta bar.

As like his predecessors, Dr. Newton had to cope with certain special problems over and above the regular duties of the position. As president, he had to play an important part in the work of the Survey Committee and in framing the new University Act, which grew out of the recommendations of that body. But the crucial issues facing the University during his regime were two: the adjustments and improvisations needed to put the University on a war-footing, and the large consignment of brand-new problems dumped on the University at the end of the war. There was no precedent to go by from the First World War, when the matter of military service was settled by conscription, and post-war issues of rehabilitation and the like were left to settle themselves.

The whole problem of putting the University on a war-footing was governed by the refusal of the Dominion government to act on the lesson of the First World War that the only sensible and dignified way of conducting a major war is by conscription. Political reasons — too well known to need mention — prevented the government from doing what it had done in 1917. So far as the universities were concerned, the policy had the effect of throwing on these institutions themselves the responsibility for satisfying the government, the public, and, let us add, themselves, that they were contributing what they could to the general war-effort.

The University was authorized to provide basic military training for students who wished to take it. The training was offered as an alternative to physical education, one year of which had been hitherto compulsory. The arrangement therefore presented no special difficulty. The University had maintained a Canadian Officers' Training Corps unit on the campus since the First World War, although at one point, during the pacifist thirties, it had narrowly escaped extinction. It was easy to integrate the two forms of military training.

In the meantime, voluntary enlistment was steadily depleting the student body. While National Selective Service (as it was called) issued no clear directive on the matter until 1944, students in the professional schools or following a scientific course were expected to continue their studies, if their work kept up to standard. With conscription always in prospect, some students who in normal times would have registered otherwise selected one of the protected courses — often, it was clear, under parental pressure. At the same time, many students in the humanities, often the best of them, becoming thoroughly impatient with their ambiguous situation, left for the armed services.

Among the professional and scientific students, moreover, there were those who found a way round the parental obstacle. If they failed any of their examinations, the University dropped them and passed their names to National Selective Service. Passing examinations has been the immemorial bugbear of the student, but failing an examination is quite another matter. Anyone with really a mind to it can do it. Some did it, and overdid it, with the result that a few years later, when they presented themselves as proper cases for Department of Veterans' Affairs assistance, they had some explaining to do. Fortunately they were then dealing with University administrators who knew very well that a mark so amazingly close to zero just could not have been honestly come by.

Enlistment in one or another branch of the Services was depleting the staff. Dean Rankin, for example, was called to Ottawa to be Assistant Director of Army Medical Services. Dean C. M. Smith, of the Faculty of Arts and Science, was called to the Department of External Affairs. Professor E. A. Strickland became commandant of a battalion in training at Red Deer, and there were other calls on the staff. The Personnel Division maintained by each of the three Services — Army, Navy, and Air Force — was staffed from the Psychology Departments of the universities.

If it was undesirable to interrupt the student's university course, might that course not be accelerated? The University examined the matter of acceleration carefully and systematically. It organized

accelerated programs in two faculties, Medicine and Education. For obvious reasons the medical course presented the more serious problem.

The only way to accelerate without dangerous lowering of standards was to make use of the long vacation which many students had always relied on to help to finance their training. This method was adopted not only in medicine but in dentistry, where the need for acceleration was also very urgent. The crucial difficulty in both cases was that of securing additional teaching staff. It was overcome in the main by a form of improvisation which nothing but urgent need could justify. The regular members of the staff carried the extra load, which practically meant year-round teaching duties; and they did it without extra remuneration.

Acceleration did not seem to be called for in the other faculties. A temporary decrease in the number of agriculture students was not likely to create any serious situation. In the Faculty of Arts and Science, the course was already all too short, and in any case it is clear that acceleration in that field, considering the nature of it, makes little sense. The Faculty of Engineering decided that it could best meet the emergency, not by accelerating the ordinary course, but by providing special instruction for men selected from the armed services. Instruction was made available, for example, to Army electricians, Air Force radio mechanics, Navy electrical and radio artificers. The offering of special courses was not limited to the field of engineering. All scientific departments co-operated more or less in this form of service. On the non-scientific side, the Department of Extension, by arrangement with the Department of National Defence, conducted by correspondence a wide variety of educational courses for individuals actually serving with the armed forces.

Finally, there was scientific research, an indispensable form of public service in modern warfare and one, moreover, which only universities can render. It is not possible in this short history to give anything like an adequate picture of this side of the University's contribution. Much of it is indeed not clearly intelligible to the

layman. It is, broadly speaking, of two kinds. First, there are pressing problems of a quite specific nature which the universities are called upon to solve. Here the university may well be the *deus ex machina*, to use the hackneyed phrase. One illustration from the University of Alberta will serve. The writer is indebted for it to Dr. Newton. It may be noted in passing that the University of Cambridge showed its appreciation of what the University of Alberta had done by conferring on Dr. Newton in 1948 the honorary degree of Doctor of Science. Dr. Newton writes:

“With the movements of large numbers of troops to Britain, increasing that beleaguered island’s food requirements, and the mounting hazards of sea traffic, the feeding of Britain during World War II became a problem of the utmost difficulty and seriousness. Canada, as the nearest country with large reserves of food-producing capacity, became Britain’s chief source of supply, not only of staples like wheat, but of such items as bacon, butter, and eggs, critically needed to give variety to the ration and fill nutritional requirements. Alberta exported more of these products than any other province. Sir William Ogg, a noted British agriculturist, during a post-war visit to Canada, acknowledged publicly that without these supplies Britain would have starved. Alberta’s contribution was due not only to the province’s favorable soil and climate, and the patriotic industry of her farmers, but also to the patient research and experimentation of the Faculty of Agriculture, and of other stations largely staffed by its graduates, over many years, which had laid a solid basis for the prompt and effective utilization of these resources.

“An interesting concomitant of the rapid expansion in production was the provision of means for the safe transport of these perishable goods. The need for refrigerated ships increased proportionately, and many of even the limited number available at the outbreak of war were lost by submarine action. It was a graduate in Agriculture of the University of Alberta on the staff of the National Research Council, Dr. W. H. Cook, who had the genius to devise practical, portable refrigerating units which could be slung quickly into the hold of ordinary cargo vessels, making these suitable for the transport of perishables. Under Dr. Cook’s direction, great improvements were also made in the design of refrigerated railway cars, as well as in methods of curing bacon and preserving eggs.”

The second form of scientific service is basic research along lines which are indicated as likely to prove of critical importance sooner or later. Here the University of Alberta did its bit, to put it very modestly. To show how highly its work was rated, it will be sufficient to say that one of its most distinguished scientists — distinguished alike as a director and active prosecutor of research — Dr. E. H. Boomer, was selected as one of a group of scientists from North America who went to Germany in the fall of 1945 to investigate the progress that the German scientists had made in basic research. The visitors were naturally most interested in seeing how far these scientists had got in the race for the atomic bomb. On his return, Dr. Boomer, a few weeks before his very premature death (Dr. Boomer's health had been precarious for some time and the heavy load of the war years and the fact that he was quite unsparing of himself brought the final breakdown) told the writer the following incident.

The visitors had asked certain scientists why they had stopped some investigations at a particular point at which they were really coming very close to their goal. They replied that they had no choice: "orders from above" to get on to something else. The long way round (leaving basic research with some freedom to choose its own path) proved the short road home.

Scientists who in recent years have been expressing concern over the tendency of governments to commandeer the efforts of the scientists for what is said to be the public interest would seem to know what they are talking about.

While war is in progress, the general public hears nothing from or about these workers. They are among the plain-clothes men of the war effort; and their work, which may mean the difference between victory and defeat, is known only to the very few whose business it is to know. Medals awarded to civilians "for distinguished war services" have a way of passing them by, but that does not trouble them at all. They may, however, take satisfaction from one consequence of war which their work has been a main factor in bringing about. Governments have realized that scientific



research is not only essential to the very survival of society but that the adequate financing of it is now too heavy a load to be carried by local authorities. In Canada this has meant that the Dominion government has found it necessary to take another look at the educational provisions of the British North America Act. But of that more later. The Alberta government, through the Board of Governors, has put on record its own appreciation of the war contribution of the University staff as a whole. It set up a plaque which can be seen at the entrance to the faculty common room in the Students' Union Building, commemorating the presentation to the faculty of the furnishings of the common room as a gift in recognition of the services of the academic staff during and after the war.

WAR YEARS: 1939-1945

1941: Survey Committee set up.

1942: First number of *New Trail*. School of Education raised to faculty.  
New University Act passed. Dr. Newton appointed president.  
University cafeteria opened.

1944: School of Dentistry raised to faculty; accelerated courses in  
medicine and dentistry. CKUA radio station taken over by the  
Department of Telephones.

Registration: 1943-44 — 2023; 1944-45 — 2679; 1945 Full-time  
instructors — 140.

Operating budget: 1939-40 — approximately \$1,127,000; 1941-42 —  
approximately \$1,234,000; 1943-44 — approximately \$1,436,000;  
1944-45 — approximately \$1,467,000.

## CHAPTER 7

### *Post-War Developments*

THE impact of the “returned men” of 1945 on the University was vastly different from that of their predecessors of 1918. While the war was still in progress, the Dominion government had given wide publicity to its plans for the rehabilitation of returned men, which included a plan for the assistance, on a very liberal scale, of students who wished to begin or continue University training. In August 1945, after Japan had surrendered, the Canadian army authorities suddenly announced that they would demobilize forthwith any soldier who could produce evidence that he was clear to enter a university. A deluge of cablegrams and telegrams descended on the University next day, every one of them an S.O.S. calling for a statement that it was willing to admit the undersigned. It was not long before the University found itself facing a number of specific problems, some of them quite awkward and all of them calling for quick action.

Large numbers were applying for admission to faculties (Medicine and Dentistry, in particular) where the facilities for training were definitely limited. Classroom accommodation and especially laboratory facilities fell far short of what was going to be needed. Extra

teaching staff had to be provided, with all Canadian universities in competition with one another for the services of qualified teachers. Housing accommodation presented a problem, aggravated by the fact that many of the returned men were married. Many of them, again, had matriculation deficiencies, too serious to be overlooked, which they were anxious to remove. Finally, they stood in need of competent direction and advice in the matter of vocational selection, not to mention personal difficulties and problems likely to arise for these newcomers to the campus. With remarkable dispatch, the University produced a solution of each of these problems.

Faculties in which training facilities were limited took immediate steps to increase these where at all possible and, in addition, gave returned men preference over civilian students from the high schools. For example, a standard of 80 per cent matriculation average was imposed on the civilian students for admission to the Faculty of Medicine, which meant that only two or three of the forty-five places then available would go to these students each session.

The organization of evening classes practically doubled the classroom and laboratory space available. The University inherited the spacious Drill Hall which the Air Force had erected on the south side of the campus. The Education Building (previously the Edmonton Normal School), used by the Air Force during the war years, became available. The University also purchased a number of army huts evacuated by Canadian and American Army units. These were erected on the campus and, as was to be expected, some of them are still there, used for a variety of purposes. Dingy and disintegrating, they are now regarded as a smudge on the face of the campus, but in their day they looked like the answer to prayer to a harassed time-table committee.

The problem of staff was to some extent met by making temporary appointments, but the main way out was to make exceptional demands on the time and energies of the regular teaching staff. The University even organized an additional complete session,

commencing in January 1946, and terminating in July. Fortunately it was possible to dispense with this rather desperate expedient after one trial.

The residences (also occupied by the Air Force during the war) were available but of course quite inadequate. The City of Edmonton, with provincial government backing, converted Dawson Creek huts into suites. At the airport, the Dominion government provided suites for married men, and the province accommodation for single men. Citizens of Edmonton made some 1400 rooms available in their homes for students.

The Dominion government, through its Department of Veterans' Affairs, organized and financed a system of pre-matriculation schools for coaching men who were prepared to give the time and effort needed to remove their matriculation deficiencies.

The Department of Veterans' Affairs set up its own counselling service, with an adequate and competent staff. The University, on its side, appointed an official adviser to work in close touch with the Department in the matter of student guidance. The librarian, Mr. D. E. Cameron, was the University counsellor until his retirement in 1946, when the duty was assumed by Dr. A. J. Cook of the Department of Mathematics.

How did the "student veterans" (as they were officially designated, apparently without close attention to the meaning of the word) acquit themselves in their new venture? It is pleasant to record that they justified what had been done for them. It was a matter of policy with the University of Alberta, policy aimed at the ultimate interests of the veterans themselves, not to make the way smoother by lowering academic standards. The veteran's degree was to mean what it said. What actually happened was that the young civilian student found himself in an atmosphere of serious purpose and unremitting effort which was new to him and rather upsetting. If there was any modification of standards, it was in the direction of an unconscious raising of them. Furthermore, a considerable number of the veterans found their way into the School of Graduate Studies, where they gave a good

account of themselves. This was made possible by the decision of the Department of Veterans' Affairs to continue assistance to a student beyond his actual entitlement if his undergraduate record was above average.

Close application to studies (the nemesis of withdrawal of D.V.A. support was always there) no doubt curtailed free participation in the social side of academic life. And yet it is a matter of record that some of the veterans played a notable part in the extra-curricular activities, providing, as one would expect, drive and leadership in the work of the Students' Union. They supplied at least one president to that body. On the whole then, they took very happily to campus life. They were welcome, and they could see it; they had a square deal, and they knew it. If they could expect no quarter in final examinations, everywhere else they found flexibility and friendliness. For men with the taste of military life still in the mouth, it was a great change, and they could fully relish the savor of it.

To turn now to other developments: On the retirement of Mr. Justice Frank Ford, Dr. G. F. McNally was elected chancellor in 1946 and continued in the position during the ensuing six years. Coming as a young man from New Brunswick, he served the province as teacher, inspector of schools, normal school principal, and, finally, Deputy Minister of Education. He had also been a member of the University Senate from 1935 to 1942 and of the Board of Governors from 1942 to 1946. He was thus uniquely fitted to see the educational picture in the province in all its facets. His memory for people he had met was phenomenal. Many a young student, receiving his or her degree from the new chancellor amid the impressive formalities of Convocation, was surprised to be met with a genial and knowing enquiry about father or mother!

In 1945 a new type of curriculum was drawn up for the Faculty of Arts and Science, the provisions of which had remained without serious modification since the early nineteen-twenties. The new plan took the form of a "pattern" system, calling for a certain

measure of concentration on one subject, with other cognate or ancillary courses included in the program. The aim was to give the student the experience and discipline of concentration on a single subject without, however, the intensive and often rather narrow specialization demanded by the Honors courses. It is of interest to note that six years later the University of Toronto adopted essentially the same type of system in place of its old Bachelor of Arts program. It is not, of course, suggested that Alberta had supplied Toronto with a conscious model but merely that Toronto's action was proof of the soundness of the change.

The next change to be noted had a distinctly revolutionary quality about it. The Faculty of Education assumed responsibility for the training of all teachers, primary as well as secondary. The normal schools were closed and their staffs transferred to the University. The University had instituted an undergraduate degree in education (Bachelor of Education) when it gave the College of Education the status of a faculty. The requirement for the degree was a four-year



Dr. G. Fred McNally  
Chancellor  
1946-1952

course consisting of professional and general studies, the latter being taken under the Faculty of Arts and Science. All intending teachers (with the exception of a small number electing to take the Arts degree first and proceed to the Faculty of Education later) now entered the Faculty of Education and were thus potentially candidates for the Bachelor of Education degree. They had therefore to satisfy a matriculation standard set by the University and comparable with the requirements for other faculties. Exceptions to this general rule are the students seeking a Junior Elementary certificate, who are admitted with less than complete matriculation and take only one year of training. It should be noted, however, that while the University had full jurisdiction over the awarding of a degree, the Minister of Education retained his final jurisdiction in the matter of awarding a teaching certificate.

A main motive behind this far-reaching innovation was the desire to raise the prestige of the teaching profession. The University had good practical reason for being in full sympathy with that motive. Enhanced prestige would make for a better quality of teacher. Better teachers would produce better material for the University to work with. At the time of writing, for example, about 30 per cent of the teachers in the province either hold a degree or are in process of completing the requirements for one.

It was a pioneering venture fraught with many problems. It was not feasible, for example, to require teachers to complete the four-year course before they began their work as teachers. A teaching certificate may therefore be awarded at the end of the second year, and the remaining two years completed by way of summer sessions. All the difficulties implicit in the scheme would seem to stem from the concern of the University to protect its own standards and the concern of the Minister of Education to protect literacy (as distinct from learning) whenever a teacher shortage appears to threaten it. To date, it may be added, two other Canadian universities have followed the pioneering example of Alberta.



Certain University departments found themselves facing new and very heavy demands on their services. The Departments of Geology and Mining Engineering were particularly affected by the discovery of oil in 1947 in the region of Leduc, twenty miles to the south. The new industries springing up in the City of Edmonton as a result of oil discoveries also had an impact, especially on the Department of Chemistry. A new Engineering Building (the faculty had struggled along for years in its old quarters in the so-called South Lab.) was given top priority and brought to completion. It stands on the south campus, immediately west of the Medical Building. It supplied facilities which were badly needed both for teaching and for research.

But from the standpoint of the University as a whole, the most noteworthy development was the new Library Building, erected at the south-east corner of the campus. A new library building had been a crying need (the phrase is here no cliché) for many years. Mr. D. E. Cameron had done marvels with the straitened accommodation at his disposal, sustained as he was from one year to the next by his vision of what he knew had to come. He did not live to see his dream come true. Miss Marjorie Sherlock (now Mrs. Grayson-Smith) succeeded him as Head

The Engineering Building



Librarian. With her background of library experience and her extensive study of up-to-date libraries elsewhere, she was in a position to make sure that the new building, not only as a building but as a *library* building, represented full value for the two-and-a-half million dollars which a generous government had provided. Had it come earlier, when times were harder, the new library would indeed have been welcome, but it would have been very different. As it is, it was worth waiting for.

The Students' Union Building, also long projected, materialized at last. It was erected at the south-west corner of the campus. The students themselves had been subscribing towards the cost of it for a number of years. To expedite matters, the provincial government granted an interest-free loan, representing about half the total cost, repayable over a period of twenty years. This development should not be passed over without putting on record the contribution of Bill Pybus, one of the veterans who were very active in student affairs. He "went after" the Students' Union

The A. C. Rutherford Library

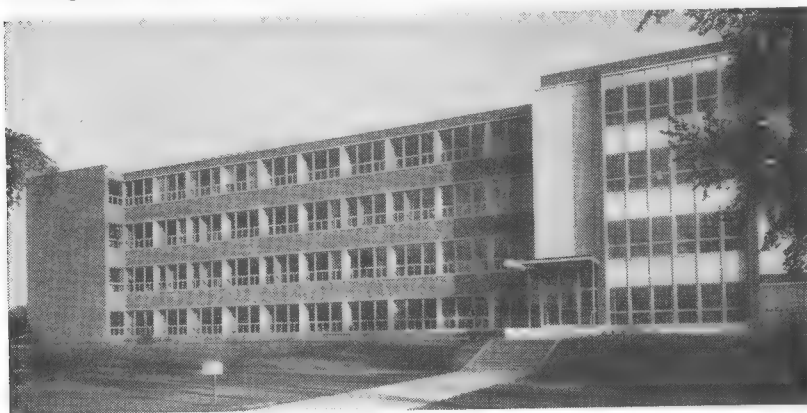


Building with an enthusiasm and pertinacity which the government evidently appreciated, for it came through forthwith with the deal mentioned. The building, which would otherwise have remained a project for an indefinite number of years, was very soon a *fait accompli*. It was a very valuable adjunct to campus amenities, providing attractive quarters for a variety of functions and activities. Among the amenities, it provided a spacious and much-needed club room for the staff.

The next building to appear was the Agriculture Building, erected on the north side of the campus. The Faculty of Agriculture had had to carry on so far in the North Lab. — the twin of the Engineering South Lab. — and in temporary accommodation elsewhere. The new Agriculture Building was obviously — and appropriately — planned to make full use of the abundant Alberta sunlight.

Finally, it remains to say something about another development which was not merely a matter of new buildings, though it involved that. In the nineteen-thirties, the Carnegie Trust had made a small donation (\$10,000) towards the work of the Department of Extension. This was the beginning of what became the Banff School of Fine Arts. Dr. E. A. Corbett, then Director of that Department, made a beginning with the school, but in

The Agriculture Building



1936 he left to become director of the newly instituted Canadian Association for Adult Education. Mr. Donald Cameron (now Senator Cameron) became director of the Department and proceeded with great energy and enthusiasm to develop the new institution at Banff.

The task needed all the devotion he could give to it. The Board of Governors was hesitant about committing itself to any substantial financial support of the new venture. It was necessary to turn to outside sources. Fortunately, President Newton succeeded in securing the interest of two Calgarians, Mrs. J. H. Woods and Mr. Eric Harvie. Mrs. Woods was the widow of the publisher of the *Calgary Herald* — a bequest by Mr. Woods became the basis of the special Woods collection of Americana in the Library — and Mr. Harvie was a trustee of the Woods estate. A Banff School Foundation was established to receive donations to be ear-marked for the purposes of the school.

With this good beginning to back his efforts, Mr. Cameron proceeded, by the exacting but always surer way of personal contacts, to interest public-spirited citizens throughout Canada as a whole. The upshot was that within a period of some ten years the school was offering summer courses in music, painting, drama, ceramics, weaving, and conversational French. Each summer its roster of teachers contained a few quite outstanding names, and its student body included individuals not only from most of the other provinces of Canada but also from many parts of the United States.

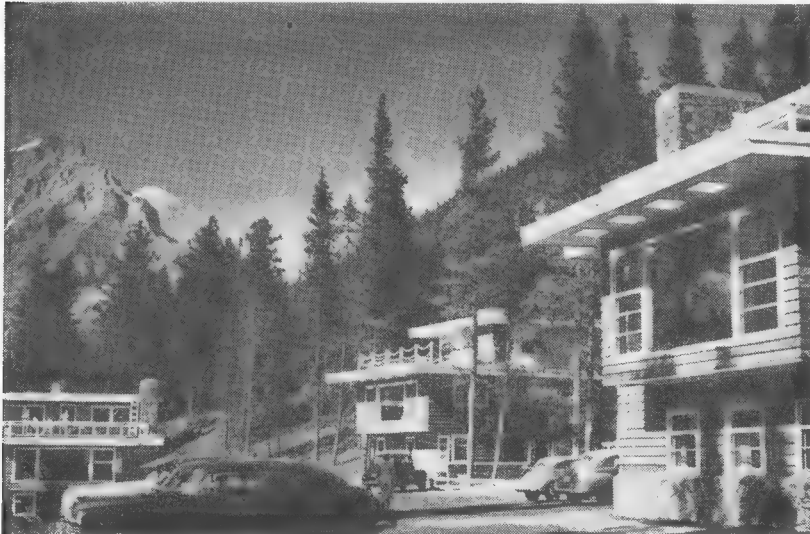
The school is being increasingly used outside of the summer months. The four Western universities, for example, have co-operated since 1952 in conducting a School of Business Administration for practising business men; and other developments will no doubt follow. But it is especially in its main function as a summer school that the Banff School can claim to be a real asset to the province. Edmonton is hardly a vacation spot, and in any case the students in the summer session there are mostly teachers interested in adding to their professional qualifications, and the

atmosphere is one of grim application. Banff has long been a favorite vacation spot. Situated in the Rockies in the beautiful Bow Valley, with its deep pine woods and towering mountain peaks, it is a superb setting for a summer school which can be a happy combination of holidays and study. High up on the slope of Tunnel Mountain, offering a fine panorama of valley and river, the school chalets provide housing accommodation for students and staff, teaching quarters, and administrative offices.

These observations (which smack somewhat of the advertising folder) are offered merely as a reminder that scenic beauty — by no means among the more abundant of the province's natural resources — can be exploited to other ends than the attracting of tourists and their dollars.

On the academic side, some important changes took place. In 1951-52 the School of Graduate Studies, which had hitherto confined itself to the Master's field, accepted its first candidate for the degree of Doctor of Philosophy. In June, 1957, the school was given the status of a faculty, with Dr. A. G. McCalla as its first dean. In 1955 the same status was given to the school of

The Banff School of Fine Arts



Pharmacy, with Dr. M. J. Huston as dean. The Department of Physical Education was given the status of a school, offering a three-year program leading to the degree of Bachelor of Physical Education. Dr. M. L. Van Fliet, who had been head of the Department, became director of the new school.

In 1951 a joint committee — known as the Articulation Committee — consisting of senior representatives of the University and the Department of Education, and representatives of the Alberta Teachers' Association and of the Home and School Association, was given the task of reviewing matriculation requirements. The recommendations of the committee, which are now in force, were aimed mainly at securing a greater flexibility in matriculation requirements, with a view to giving the high schools more freedom to develop their own educational programs. To date it is by no means clear that the new matriculation is adequate to the needs of the University, and further examination of this vexed issue may be necessary in the near future.

## CHAPTER 8

### *Post-War Developments (cont.)*

By 1950 the student veterans had practically gone. The few who remained were either late-comers to the campus or graduates working towards higher degrees. The University had resumed normal conditions in the sense that the post-war improvisations we have mentioned had come to an end and the student body consisted of civilians drawn directly from the high schools. Two important administrative changes, one in the presidency and the other in the chancellorship, occurred about the turn of the half-century.

Dr. Newton retired in 1951. In the nine years of his presidency, as will be clear from the two preceding chapters, he had made a notable contribution to the development of the institution. His was the main responsibility for coping with two situations each of which presented problems of a sort to tax the skill and patience of an administrator to the limit. The first was the situation during the war years, and the second the even more difficult one in the years immediately following the war. Apart from the important academic changes noted in our preceding chapter, the campus itself was wearing a new look by the time he left it. The Library

Building and the Students' Union Building had become accomplished facts, and the Agricultural Building was well on the way to completion; and there were other acquisitions which need not be noted here. To be sure, he was fortunate in having behind him a provincial government which not only had the necessary resources at its disposal but was ready to use these for what appeared to be worthy purposes. But without clear and competent direction from the University itself, a government, however co-operative, can do little. It has too many other things to think about. Dr. Newton supplied the necessary direction.

Dr. Andrew Stewart succeeded Dr. Newton as President. Dr. Stewart had received his early education in Scotland. Coming to Western Canada as a young man, he took up farming. Later he entered the University of Manitoba, from which in due course he graduated with the Master's degree, specializing in agricultural economics. In 1935 he was appointed to the staff of the Department of Political Economy at the University of Alberta, and in 1946



Dr. Andrew Stewart  
President  
1950-

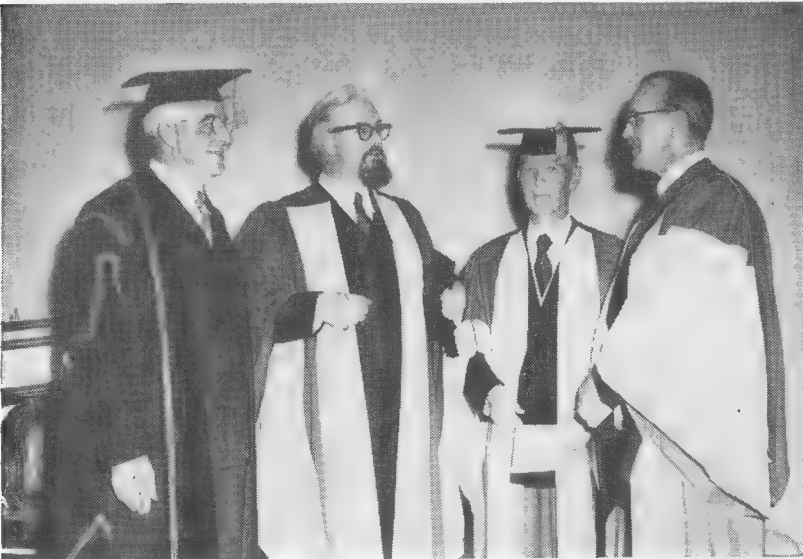


he became head of that department. During his period on the staff of the University, he served on several important commissions where his experience and training, not to mention a marked aptitude for dealing with people, proved of much value to the government and other public bodies.

In the University itself he had not only made his mark as an interesting and effective teacher but had played an important part in the administrative activities of the institution. For these reasons he was a very logical appointee to the vacant presidency, but he had another qualification: his age was just right. Still in his forties, he had the vigor and enthusiasm of youth, with the experience to guide him in the use of that asset and — an important consideration — time ahead for thinking and planning in terms of long-range policies, the only right response to the more basic of the problems that lay ahead of him.

In 1952 a new chancellor was elected. Dr. E. P. Scarlett, a graduate in medicine of the University of Toronto, had for many

Chancellor E. P. Scarlett, Robertson Davies, General J. S. Stewart, and President Andrew Stewart at the 1957 Convocation.



years conducted an important medical clinic in Calgary. Dr. Scarlett was one of a species that might easily become extinct, a member of a scientific profession with exacting professional duties who somehow found time for cultivation of the humanities. Indeed, the extensiveness of his reading in literature and history, as well as the discriminating quality of it, has occasioned astonished comment among members of the University staff. Long may the University have the services of that sort of layman to help it in the forming of its policies!

More new buildings appeared on the campus. One amenity had been conspicuously lacking in Edmonton: a public building on a scale suitable for the housing of important cultural events — concerts, lectures, and other such things — for which there was an increasingly large audience in the city. Through the liberality of the provincial government, the need was met, and very adequately met, not only for Edmonton but also for Calgary. It provided the funds for the erection of Jubilee Auditoria in both cities. In Edmonton, the site selected was on the south-west part of the campus. Students can now look forward to attending such events, with an ease hitherto impossible.

The new erection, moreover, should provide ideal quarters for one University function which is always of interest to a large section of the general public, the main Convocation ceremony held annually in May. Finding quarters for this important function has been an annual poser for the authorities. For some years they adopted the plan of holding two Convocations on successive days, a device generally felt to be unsatisfactory for a variety of reasons. Later, the spacious Drill Hall served at least to make a single Convocation ceremony possible. But the interior of this legacy from the Air Force was harshly unprepossessing in appearance, and the yearly painstaking effort at its beautification by lavish use of flowers and bunting was only apt to leave it with something of a meretricious look. All that, let us hope, is ended.

The new Administration Building was erected on the south-west corner of the campus. It was ready for use in September, 1957.

The main administrative offices — the offices of the president, the registrar, and the bursar — are located there. The University Bookstore has also been transferred to this building. The arrangement will at last relieve the Arts Building for its own proper uses. This building has from the very beginning been steadily taken over by administrative units, and that through a process of by no means peaceful penetration. Partitions were being constantly put up or pulled down to convert good lecture rooms into what the Arts men at any rate considered base uses. The new building will enable the administrative officers to keep within easy reach of one another, which was of course the reason given for their near-monopoly of the Arts Building.

Another building — a biological science wing — is under construction on the north side of the campus alongside the Agriculture Building. It will probably be ready for use in the fall of 1958. It will provide quarters for the Departments of Botany and Geology, now housed in the Arts Building, and the Departments of Zoology



Lieutenant Governor  
the Hon. J. C. Bowen  
laying the cornerstone of  
the A. C. Rutherford Library

and Entomology, housed in the Medical Building. At the opposite end of the campus, on 87th Avenue, stands another new building, which houses the Research Council of Alberta.

The session 1951-52 saw an important move in the direction of further decentralization. Calgary was authorized to give the first year in arts and science, in addition to the two years of teacher-training it was already giving. This meant, in effect, that the first year of certain professional courses could be taken in that place. At the time of writing, for example, it is possible (over and above the first year Bachelor of Arts and Bachelor of Science) to take the first year of commerce, engineering, and nursing. A few years later a Junior College was established by the Lethbridge School District and a number of neighboring divisions with support from the provincial Department of Education. This college is affiliated with the University of Alberta, but is not an integral part of it.

In 1954 a School of Physiotherapy was established, offering a two-year course leading to a diploma in that subject. In the same year the Department of Fine Arts offered a four-year program leading to a diploma in art. It may be mentioned, moreover, that the University had already (in September 1952) made available certain evening classes for students who had fulfilled matriculation requirements and desired to take evening work leading to a degree.

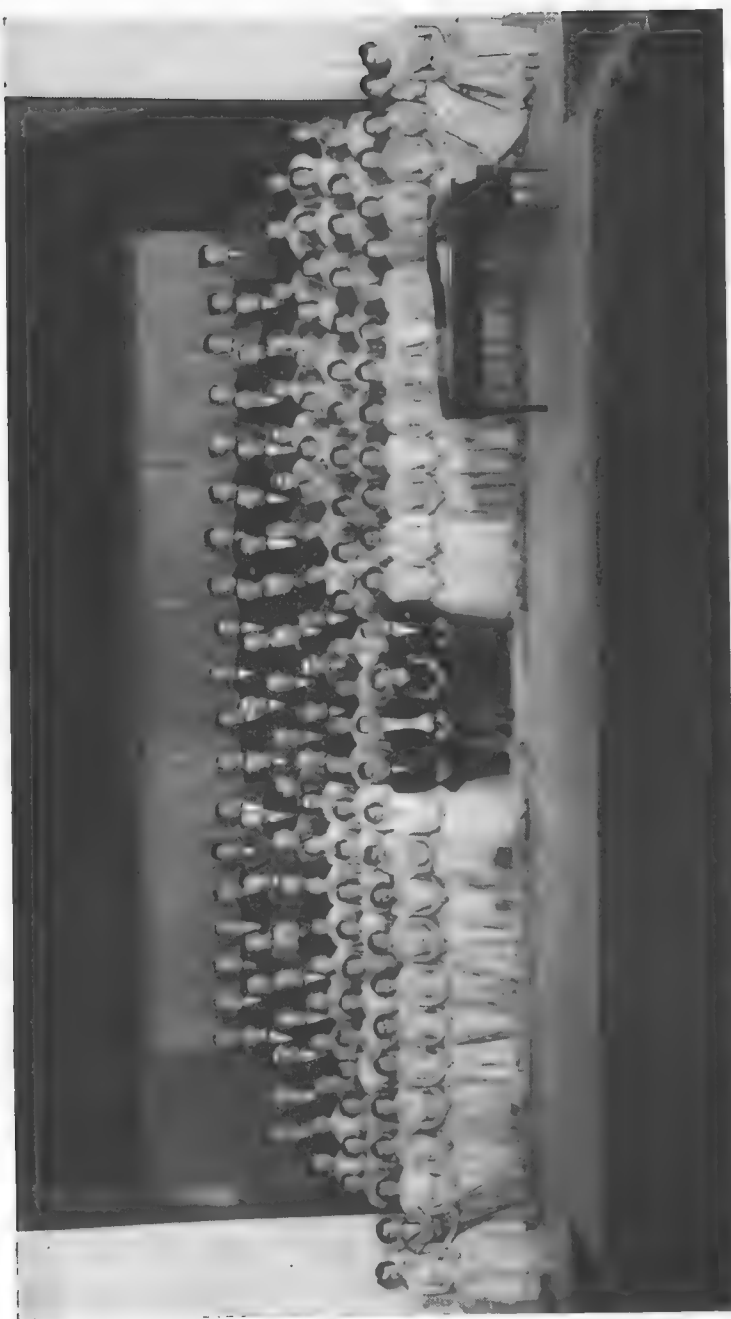
Finally, it remains to note an important innovation which took effect in 1950. This was the setting up of the Student Advisory Services. The step was taken largely as a result of the experience gained in dealing with the needs of veteran students. Dr. A. J. Cook, whom we have already mentioned as University counsellor to the veterans, was appointed head of the new Student Advisory Services. Co-operating with him on the advising of women students is Miss Maimie Simpson, Dean of Women. Advice with respect to vocational choice, changing of program, financial and other personal difficulties, with respect, in short, to any difficulty or problem that a department head or a dean would not ordinarily deal with, is available to the student through this organization.



University of Alberta: Dr. R. C. Wallace, Dr. Robert Newton, and President Andrew Stewart at opening of A. C. Rutherford Library, May 15, 1957.



Mathew Halton, alumnus, giving the 1956 Convocation address after receiving the Honorary Degree of Doctor of Laws.



University of Alberta Mixed Chorus, 1953-54  
*Richard S. Eaton, Conductor*

The Student Advisory Services are a valuable supplement to another form of student service which we have not so far mentioned, though it is practically as old as the University. This is the Student Medical Services. For an annual fee (at present, twelve dollars), it provides treatment with infirmary care for more minor ailments. The medical services are administered by a committee consisting of the medical director, the infirmary physician, the bursar, the director of Student Advisory Services, the president of the Students' Union, the president of the Waunita Society, the treasurer of the Students' Union, and the chairman of one house committee.

Another development, unique in the history of Canadian universities, remains to be noted. The Dominion government voted a sum of money for assistance to Canadian universities. The first sum became available in 1951, and for the University of Alberta it amounted to about \$461,000. In 1957 it was about \$1,100,000, still considerably below the contribution of the Province. It was a unique development inasmuch as hitherto the assumption had always been that any direct action by the Dominion government in university matters was *ultra vires* by the terms of the British North America Act. One clear lesson of the Second World War, as we have suggested above, was that the Dominion government had a direct and vital interest in the efficiency of the universities. The new departure was an expression of that interest.

## POST - WAR DEVELOPMENTS

- 1944: Department of Education and University summer schools combined.
- 1945-46: University undertakes training of all teachers. Education Building and residences returned to University. Drill Hall taken over. Dawson Creek huts and suites at airport made available. Basic revision of B.A. and B.Sc. programs. Dr. G. F. McNally elected chancellor.
- 1946-47: Two-year teacher-training course begun in Calgary.
- 1948-49: First three years of degree of B.Ed. in industrial arts begun in Calgary.
- 1950: Student Advisory Services established.
- 1951: Dr. Andrew Stewart appointed president. First year arts and science begun in Calgary.
- 1952: Dr. E. P. Scarlett elected chancellor. New matriculation requirements approved. Evening classes for degree credit begun.
- 1954: School of Physiotherapy established.
- 1955: School of Pharmacy became faculty.
- 1957: School of Graduate Studies became faculty.
- New Buildings:* west wing of Medical Building (1947); east wing, containing new Dental Clinic (1948); Students' Union Building (1950); new provincial Laboratory Building (1950); Rutherford Library Building (1951); Engineering Building (1951); McEachern Cancer Research Laboratory (1952); Agriculture Building (1953); Northern Alberta Jubilee Auditorium (1957); Administration Building (1957); Biological Science Building (1958).
- Registration: 1945-46 — 4315; 1947-48 — 4941; 1957-58 — 5,107; Summer session 1945 — 1533. Full-time teaching staff: 1947 — 183; 1957 — 264.
- Operating budget: 1945-46 — approximately \$1,464,000; 1946-47 — approximately \$1,930,000; 1948-49 — approximately \$2,812,000; 1951-52 — approximately \$3,746,000; 1954-55 — approximately \$4,570,000; 1955-56 — approximately \$4,928,000; 1956-57 — approximately \$5,338,000; 1957-58 — approximately \$6,544,000.



## CHAPTER 9

### *Sic Parvis Magna*

CERTAIN clearly marked phases are evident in the development outlined in our narrative. There is the phase of beginnings and rapid growth from 1908 to 1914. It took place in a world still warmed by the Indian summer of the nineteenth century faith in progress, and in a corner of it where that same faith was present in the fullest vigor. Next came the phase of war, with growth brought to a standstill. Such expansion as we have recorded for the war period was in the main a matter of completing projects already begun. The years 1914 to 1918, hectic though they were in their own way, represented a period of marking time so far as any important development was concerned.

Following the war came another phase of vigorous expansion, the extent as well as the variety of which is shown in our outline. It was again a phase of optimism and hope, with the war discounted as a colossal blunder which would not happen again. This in its turn was ended by the economic depression. The nineteen-thirties were indeed an intense phase of the University's story, presenting problems aplenty, but these were not the problems associated with growth.

Again came war but this time with a different kind of impact. Physical expansion, it is true, remained at a standstill, but otherwise the life of the institution went on, though dominated always by the need to adjust itself to the war situation and the desire to contribute in whatever way it could to the war effort.

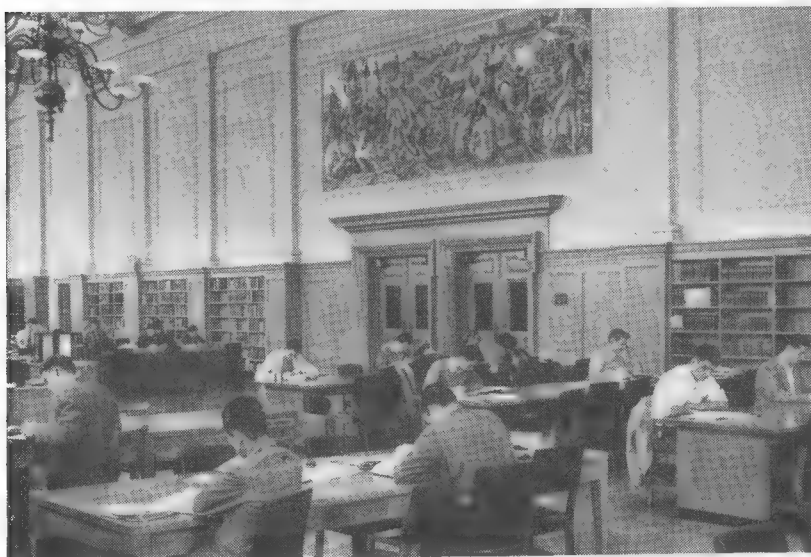
With the end of the war came another phase of expansion. It is true that the general world-picture was now very different. It had no place for the old easy optimism. At the same time, it gave a new significance and urgency to scientific research in particular and to higher education generally. As our account in the two preceding chapters has shown, the expansion was by no means limited to the provision of new buildings, but of necessity it was largely a matter of making up leeway in that direction. How well that was done has been shown in some detail. Not all of the new buildings that appeared on the campus were part of the University itself. The Mewburn Memorial Wing of the University Hospital, for example, is operated by the Department of Veterans' Affairs for the treatment of sick or disabled veterans. The Aberhart Sanatorium, operated by the provincial government, provides free care for tuberculosis patients. These buildings, too, have become distinctive features of the general campus picture.

The movement continues, with certain further developments at least in prospect at time of writing. A Physical Science Building will, it is hoped, provide adequate housing for the Departments of Physics, Chemistry, and Mathematics. The Physical Education unit will have its long-awaited permanent gymnasium, swimming pool, and perhaps an ice rink to add to its training facilities. The Department of Fine Arts is hopeful of getting quarters more commensurate with its many-sided activities. It is clear, too, that sooner or later must come an expansion of the residential facilities available to students on the campus itself. All these are, it is true, in the future, but there is reason to expect they are in the not very distant future; and they make one think again of the campus picture projected by the visionaries of 1912.

If our narrative appears to have concentrated largely on tangible developments — buildings, equipment, and the like — it is only because they are tangible and lend themselves more easily to record. Underlying it all, of course, is the question of accomplishment in those things which are the only real justification of this physical development. In horrid language, is the product commensurate, in quality and quantity, with the plant? Here it must suffice to point out that in all the professions, including journalism, politics, and other regions of public life, our students have made their mark. Any alumnus who has taken an interest in the subsequent careers of his fellow-students will be able to think of clear cases in point; and we will leave it at that. So, too, with the other important function of a university — original contribution to knowledge by members of its staff. This has been happening on a scale that would make it invidious to select particular cases for special mention.

One aspect of development must not be passed over. It represents evidence of vitality and progress as convincing in its way as the

The main Reference Reading Room in the A. C. Rutherford Library





Dr. G. Fred McNally at the opening of the Students Union Building, 1950

tangible achievements we have outlined. This is the new academic issues now confronting the University or, it would be more correct to say, the distinctively new forms that the old academic issues have assumed. Again, only a mere indication of them can be given here.

The University must face anew the question of who should be admitted to it. Only those who have studied the problem of matriculation requirements today with an eye to all the interests involved and all the factors to be taken into consideration realize how complex a problem it has become. The University must also do something about the fact that too many young people — far more than society today can afford — who are excellent university material miss the opportunity of university training for one reason or another, none of these reasons good enough to be accepted without demur. The University, again, is faced with the prospect of a great increase in the number of its students, unless it resorts to the dubious expedient of stiffening matriculation requirements to a point that will eliminate the increase. Mere size *per se* is no asset but, on the contrary, a threat to certain things which are inseparable from higher education at its best.

Science, by its practical elimination of the space barrier, has created a world which presents grave problems of the sort that



science itself cannot help to solve. It is thus no paradox but simply plain truth that scientific progress has given an altogether new urgency and importance to education in the *humanities*. By the same token it has made it imperative for the universities to rethink the whole matter of humanistic education so as to bring its values into clear relief. Finally, in the training of scientists and of candidates for the scientific professions, there is a problem which has long been sensed but nowhere satisfactorily solved, if indeed a satisfactory solution is possible: how to turn out an adequate supply of workers on the frontiers of science and how to bring students in training for the professions abreast of the latest developments in their fields, and yet find time to give all such students a meaningful contact with the humanities.

These are some of the problems, and they are noted here for the reason that other universities — old and famous institutions on both sides of the Atlantic — are likewise preoccupied with them. The beginnings of the University of Alberta, as we have seen, were certainly very modest. That was true not only of buildings and equipment but of curricular offerings and educational aspirations generally. The older universities were something to be imitated from afar off. Now the University of Alberta has caught up with the older institutions in the sense that they are all facing the same question: Where do we go from here? If the older places face the question with the maturer background that comes from long experience, our University shares with them the responsibility of finding the right answer.

The young student whom we saw in our first chapter contrasting the campus now with what it was then, decided that in fifty years the University had come a long way. The present review will have served a by-no-means trivial purpose if it brings home to him the fact that in another and more important sense it has come a long way in its brief half-century of life.

## APPENDIX

*May we apologize . . .*

- for omitting mention of Professor W. H. Alexander's tenure of the headship of the Faculty of Arts and Sciences. Professor Alexander was Head from 1936 to 1938, and was succeeded by Professor G. M. Smith. See page 92.
- and for misspelling the name of the first provost — Dr. J. M. MacEachran — in three places, pages 15, 17, and 28.

*And may we bring the book more fully up-to-date by: . . .*

- adding to the list of Honorary Degrees on page 99:  
May 16, 1958    Gordon Neil Patterson  
                      Dilworth Wayne Woolley  
                      Lloyd George Reynolds
- adding to the list of Presidents of the Students' Union, on page 102:  
1958    Louis D. Hyndman
- noting the retirement, in 1958, of Professor B.A. Lindberg as Head of the School of Commerce. See page 93.



## APPENDIX I

### CHAIRMEN: BOARD OF GOVERNORS

1910-18	Mr. E. C. Pardee
1918-40	Mr. Justice Horace Harvey
1940-50	Mr. Justice H. H. Parlee
1950 —	Mr. C. M. Macleod, Q.C.

### CHANCELLORS

1918-26	Mr. Justice C. A. Stuart
1926-27	Mr. Justice Beck
1927-41	Dr. A. C. Rutherford
1941-46	Mr. Justice Frank Ford
1946-52	Dr. G. Fred McNally
1952-58	Dr. E. P. Scarlett

### PRESIDENTS

1908-28	Dr. H. M. Tory
1928-36	Dr. R. C. Wallace
1936-41	Dr. W. A. R. Kerr
1942-51	Dr. Robert Newton
1951 —	Dr. Andrew Stewart

### VICE-PRESIDENT

1957 —	Dr. W. H. Johns
--------	-----------------

## ADMINISTRATIVE HEADS OF FACULTIES AND SCHOOLS

### Arts and Science

1914-36	W. A. R. Kerr	W.H Alexander
1936-45	G. M. Smith	
1945-52	J. Macdonald	
1952-57	W. H. Johns	
1957 —	D. E. Smith	

### Agriculture

1915-40	E. A. Howes
1940-41	R. Newton
1942-50	R. Sinclair
1951 —	A. G. McCalla

### Medicine

1920-39	A. C. Rankin
1939-43	J. J. Ower
1943-45	A. C. Rankin
1945-51	J. J. Ower
1951 —	J. W. Scott

### Engineering

1921-30	R. W. Boyle
1930-44	R. S. L. Wilson
1944 —	R. M. Hardy

### Pharmacy

1924-42	F. A. Stewart Dunn
1942-45	A. W. Matthews
1946 —	M. J. Huston

### Law

1926-42	J. D. Weir
1942-45	M. M. McIntyre
1945-47	G. H. Steer
1947 —	W. F. Bowker

### **Education**

- 1928-50 M. E. LaZerte  
1950-55 H. E. Smith  
1955 — H. T. Coutts

### **Household Economics**

- 1928-56 Mabel Patrick  
1956 — Hazel McIntyre

### **Dentistry**

- 1930-42 H. E. Bulyea  
1942-58 W. S. Hamilton

### **Nursing**

- 1937-40 Agnes Macleod  
1940-43 Helen McArthur  
1943-46 Madeleine L. McCulla  
1946-56 Helen E. M. Penhale  
1956-57 Cleeve R. Amies  
1957 — Ruth E. McClure

### **Commerce**

- 1949-54 A. Stewart  
1954-55 F. G. Winspear  
1955 — B. A. Lindberg

### **Graduate Studies**

- 1952-57 O. J. Walker  
1957 — A. G. McCalla

### **Physical Education**

- 1954 — M. L. Van Vliet

### **Physiotherapy**

- 1954 — J. R. Fowler



## APPENDIX II

### RECIPIENTS OF HONORARY DEGREES FROM THE UNIVERSITY OF ALBERTA

(All degrees conferred are LL.D. unless otherwise noted)

Oct. 13, 1908	George Hedley Vicars Bulyea Arthur L. Sifton, (D.C.L.) Alexander Cameron Rutherford
April 28, 1915	Walter Frederick Ferrier, (D.Sc.)
Oct. 6, 1915	Walter Charles Murray Frank Archibald Wesbrook Horace Harvey James Muir Robert George Brett John Henry Riddell Samuel Walters Dyde Emile Joseph Legal Henry Allen Gray David George McQueen Charles Allan Stuart
May 10, 1916	James Alexander MacLean Ernest Alexander Cruikshank
Nov. 16, 1917	The Duke of Devonshire, Governor-General
Sept. 13, 1919	Edward, H.R.H., The Prince of Wales
May 12, 1921	Sir James Albert Manning Aikins
May 12, 1922	Frank Hamilton Mewburn Henry Joseph O'Leary
Sept. 14, 1922	Viscount Byng, Governor-General
Oct. 13, 1922	Frederick William Patterson
May 15, 1924	David Lynch Scott Christian Peter Marker Vernon West Barford, (M.A.)

May 16, 1925	Sir Frederick William Gordon Haultain
April 19, 1927	Earl of Willingdon, Governor-General
May 13, 1927	William Egbert Nicholas Dubois Beck
May 15, 1928	John Edward Brownlee Henry Marshall Tory
Oct. 10, 1928	Richard Bedford Bennett
May 15, 1929	Henry Wise Wood Charles Camsell
May 15, 1930	Selwyn G. Blaylock William Harmen Fairfield John Thomas Ross John C. F. Bown Adolf Ludwig Ferdinand Lehmann
May 15, 1931	Frank Oliver
May 13, 1932	William Legh Walsh
Sept. 19, 1932	Earl of Bessborough, Governor-General
May 16, 1933	William Harry Alexander Edmund Kemper Broadus William Alexander Robb Kerr John Malcolm MacEachran
May 15, 1934	John Wesley Dafoe
May 15, 1935	Henry John Cody Mary Irene Parlby W. C. Simmons
May 15, 1936	Sir Robert Alexander Falconer Aubrey Stephen Tuttle
June 8, 1936	Jean-Marie Rodrigue Cardinal Villeneuve
May 14, 1937	George William Kerby William Sherwood Fox

May 13, 1938	Sir Edward Wentworth Beatty
May 16, 1939	John Campbell Bowen Charles Richmond Mitchell Leonard Walter Brockington
May 14, 1940	James Hossack Woods Charles Alexander Magrath
Sept. 20, 1943	Earl of Athlone, Governor-General
Jan. 5, 1946	Allan Coats Rankin William Donald Albright
May 15, 1946	George Frederick McNally Frank Ford
Oct. 5, 1946	Katherine Allison Procter James Bertram Collip
May 14, 1947	William Robinson Howson Frederick Ernest Osborne
Oct. 18, 1947	John Walker Barnett (posthumous) Frank Gordon Buchanan
May 18, 1948	Ernest Charles Manning Harold Hayward Parlee
Oct. 23, 1948	James Angus MacKinnon Albert Ernest Archer
May 17, 1949	William Asbury Buchanan Ferdinand Vandry
May 18, 1949	James Sutherland Thomson
Oct. 22, 1949	James Fowler Leonard Baden Thomson Arthur Balmer Watt
May 16, 1950	Ernest Gruening Robert Newton
May 17, 1950	Lionel Clare Charlesworth John William Clay

Oct. 28, 1950	Norman Archibald MacRae MacKenzie Patrick Joseph Nicholson Andrew Cairns Olive Margaret Fisher
May 16, 1951	Robert Charles Wallace George Douglas Stanley
May 17, 1951	Francis George Winspear
Oct. 20, 1951	Frank Gilbert Roe Lindsay Ambrose Thurber
May 15, 1952	John James Bowlen Arthur Earl Walker
Oct. 31, 1952	Charles Sherwood Noble
Nov. 1, 1952	George Bligh O'Connor Horatio Ray Milner
May 14, 1953	Clinton James Ford Alexander Calhoun Robert Wesley Hedley
Oct. 31, 1953	Geoffrey Abbott Gaherty William Gladstone Jewitt Ibrahim Follansbee Morrison (in absentia) Joseph Grant Spratt
May 14, 1954	Rae MacIntyre Chittick Peter McGregor Campbell John David Dower
Oct. 30, 1954	William Fielding Hanna Oliver Stanley Longman Pearl Mahaffy Prior Kenneth Harold Prior Howard Phin Wright
May 17, 1955	Lawrence Yeomans Cairns George Hobson Steer Dr. Lewis James O'Brien



Oct. 29, 1955	Frank Collicutt Walter Everard Edmonds Father Jean-Louis Levern, OMI
April 23, 1956	James Taggart Priestly
May 17, 1956	Fred Stapells Matthew Henry Halton
Nov. 3, 1956	John Lee W. Laurie William Copeland McCalla
May 17, 1957	John Smith Stewart Robertson Davies
Aug. 16, 1957	Irene Lussier Eugene Paul Wigner Harold Scott Macdonald Coxeter
Nov. 2, 1957	Eric Lafferty Harvie Earle Douglas MacPhee Walter Palmer Thompson



## APPENDIX III

### RHODES SCHOLARS

1913	-	-	W. F. Dyde	1934	-	-	R. L. D. Fenerty
1915	-	-	H. G. Nolan	1935	-	-	D. R. Wilson
1917	-	-	H. A. Dyde	1936	-	-	M. McLung
1918	-	-	A. B. Harvey	1937	-	-	J. N. V. German
1919	-	-	D. R. Michener	1946	-	-	J. A. Dougan
1920	-	-	W. Dunham				V. E. Graham
1921	-	-	G. V. Ferguson	1947	-	-	M. J. A. Lambert
1922	-	-	S. P. Hamilton	1948	-	-	R. L. Gordon
1923	-	-	R. L. Lamb	1949	-	-	S. R. Mealing
1924	-	-	J. M. Cassells	1950	-	-	C. Ferguson
1925	-	-	E. H. Gowan	1951	-	-	P. M. Roberts
1926	-	-	C. S. Campbell	1952	-	-	J. Duby
1928	-	-	R. Martland	1953	-	-	D. C. McDonald
1929	-	-	G. F. G. Stanley	1954	-	-	J. E. Redmond
1930	-	-	H. W. Morrison	1955	-	-	H. J. Lawford
1931	-	-	K. W. Connibear	1956	-	-	A. Kroeger
1932	-	-	E. A. McCourt	1957	-	-	K. Wirsig
1933	-	-	S. Rands	1958	-	-	G. C. Vernon

### PRESIDENTS OF THE STUDENTS' UNION

1909	-	-	F. Stacey McCall	1926	-	-	E. B. Wilson
1910	-	-	F. Stacey McCall	1927	-	-	D. J. W. Oke
1911	-	-	A. E. Ottewell	1928	-	-	Miss A. Wilson
1912	-	-	W. Davidson	1929	-	-	D. Cameron
1913	-	-	H. G. Nolan	1930	-	-	A. Harding
1914	-	-	R. C. Jackson	1931	-	-	M. E. Manning
1915	-	-	A. E. White	1932	-	-	M. M. Wilson
1916	-	-	R. K. Colter	1933	-	-	R. A. Arnold
1916	-	-	Miss K. F. McCrimmon	1934	-	-	A. D. Bierwagen
1917	-	-	J. J. Olgilvie	1935	-	-	E. E. Bishop
1918	-	-	P. F. Morecombe	1936	-	-	W. G. Scott
1919	-	-	C. Reilly	1937	-	-	R. A. McEwen
1920	-	-	A. D. McGillivray	1938	-	-	J. A. Maxwell
1921	-	-	H. R. Thornton	1939	-	-	J. P. Dewis
1922	-	-	R. L. Lamb	1940	-	-	J. W. Neilson
1923	-	-	J. W. McAllister	1941	-	-	R. A. Macbeth
1924	-	-	M. R. Levey	1942	-	-	L. C. Grisdale
1925	-	-	P. G. Davies	1943	-	-	G. Amerongen

1944 - - A. E. Harper  
 1945 - - R. M. Helmer  
 1946 - - W. G. Pybus  
 1947 - - G. P. Hartling  
 1948 - - B. J. Bowlen  
 1949 - - T. H. Miller  
 1950 - - M. B. O'Byrne

1951 - - E. P. Loughheed  
 1952 - - E. D. Stack  
 1953 - - W. A. D. Burns  
 1954 - - R. J. Edgar  
 1955 - - John D. Bracco  
 1956 - - John N. Chappel  
 1957 - - Robert F. Smith



[illegible]

F255



University of Alberta Library



0 1620 0457 1657

